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ABSTRACT

Intended to give Chicanas a balanced perspective of themselves which will make them aware of their rich heritage and able to understand themselves and their community, the guide focuses on Chicana resource materials which provide a setting whereby Chicanas can become cognizant of past and present Chicano contributions in order to define the future roles that they will play. The guide covers Chicanas in history; education and the Chicana; the Chicana and society--movements, institutions, studies, and mass media; the Chicana in literature; folklore; art--what the Chicano expresses through art; and Chicanas in music. Each area includes an introduction; overall objectives; a topical outline--topics covered and required and suggested readings; an outline of concepts covered--objectives, activities, materials, required and suggested readings, and expected outcome; and a listing of several enrichment activities. It is suggested that instruction include flexibility in the selection and completion of self-directed activities and alternative approaches to the subject matter. Small group processes are recommended to provide a setting for free interaction and value clarification which should stimulate exploration of and responsibility for personal role definition. (NQ)

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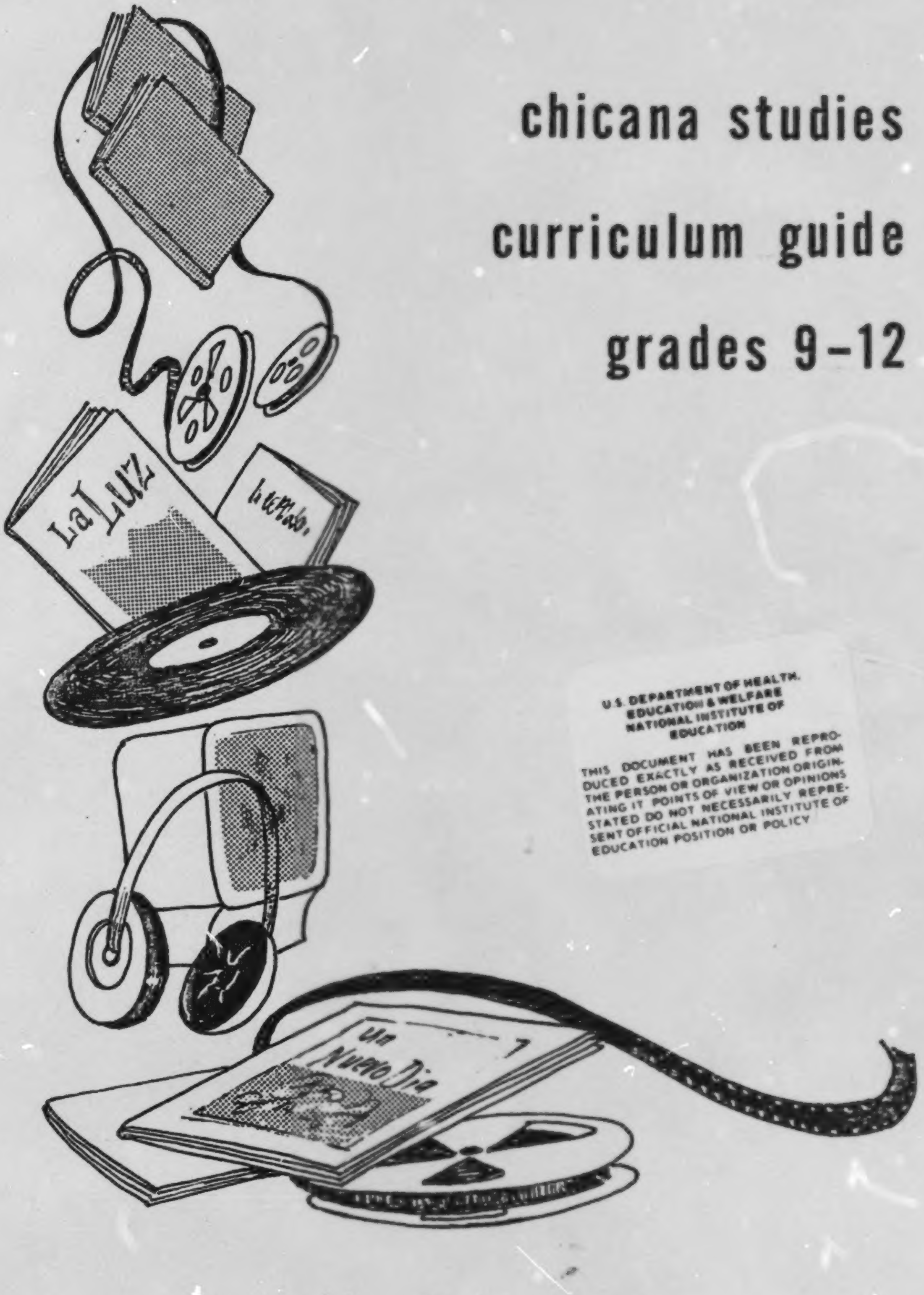

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CHICANA STUDIES CURRICULUM GUIDE

Grades 9-12

by

Odalmira L. Garcia

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February 1978

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TO

Cristina, Tania and Holly and their new generation of Chicanas, who will grow, cognizant of their rich heritage, free to define and to justify their own existence and free to reach their fullest potential.

6

PREFACE

This curriculum guide was initially conceived as a supplement to Profile on the Mexican American Woman, a publication which has had an enthusiastic response.

However in the process of preparing it, the guide became enlarged into a more general Chicana Studies Curriculum Guide. It is hoped this guide will give the Chicanas a balanced perspective of themselves which will make them aware of their rich heritage, able to understand themselves, and able to understand their community.

Suggested Guidelines for Instruction

The thrust of these Chicana resource materials is to provide a setting whereby Chicanas can become cognizant of past and present Chicano contributions in order to define the future roles that will be played by Chicanas. Therefore, instruction will need to include flexibility in the selection and completion of self-directed activities and alternative approaches to the subject matter.

Small group processes are recommended to provide a setting for free interaction and value clarification which should stimulate exploration of and responsibility for personal role definition.

The instructor, of course, will function as a catalyst and facilitator of information.

CHAPTER I

CHICANAS IN HISTORY

INTRODUCTION

These series of activities have been prepared in an attempt to give Chicanas a balanced historical perspective that will make them aware of their rich heritage, able to understand themselves and able to understand their community.

In becoming acquainted with outstanding Chicana models, the students will be able to understand the important role played by Chicanas and the unique responsibility each individual Chicana has for defining the course of history for Chicanos in the United States of America.

It is in understanding herself, that each individual will be able to define her role in society and define her own identity.

OVERALL OBJECTIVES

At the completion of these activities the student will be able to do the following:

1. Discuss the contributions of Mexicanas and Chicanas in history.
2. Explain how the spirit of the Chicana evolved from *La mujer mestiza Mexicana*.
3. Define the Chicana's important role in the community and in society.
4. Project the various roles, sex roles as well as occupational roles, that the Chicana will play in the future in the family, community, and nation.
5. Explore her potentialities, define her desired role in society, and justify her own existence to herself.

CHICANAS IN HISTORY

TOPICAL OUTLINE

I. The Native Americans before the Spanish Conquest

A. Topics:

1. Equality with men

2. Native American woman as wife, mother, daughter and in society

3. Native American woman's place in religion

B. Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976.

2. Moreno, Dorinda, ed. La Mujer En Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973.

3. Spinden, H. J. "Indian Manuscripts of Southern Mexico: Woman's Position in Ancient Mexico," Smithsonian Report. Washington, D. C.: Smithsonian Institute, 1933.

C. Suggested Readings:

1. Acuña, Rudolph Francis. A Mexican American Chronicle. New York: American Book Co., 1973.

2. Anton, Ferdinand. Women in Pre-Columbian America. New York: Abner Schram, 1973.

3. Lopez, Guadalupe Escobar. Concepto y Situación Social de la Mujer en el Mexico Prehispanico. Mexico, D. F.: Colegio de Historia, Facultad de Filosofia y Letras, 1963.

4. Lurie, Nancy o. "Indian Women, A Legacy of Freedom," The American Way. March 1973.

5. Tibon, Gutierrez. Mujeres y diosas de Mexico: parviescultura prehispanica en barro. Mexico, D. F.: Instituto Nacional de Antropologia e Historia, 1967. (Goddesses and women represented in the sculptural art of prehispanic Mexico.)

II. La Mujer during Spanish Conquest

A. Topics:

1. Status of la mujer Española in the XVI Century

2. La Malinche - What was her real role?

3. Did the Native American woman lose or win rights?

B. Required Readings:

1. Benitez, Fernando. In the Footsteps of Cortez. New York: Pantheon, 1952.

2. Long, Haniel. Malinche (Doña Marina). Santa Fe, New Mexico: Rydell Press, 1939.

3. Paz, Octavio. The Labyrinth of Solitude. New York: Grove Press, 1966.

C. Suggested Readings:

1. Tezozomoc. La Verdadera Historia de la Gran Tenochtitlan. Mexico, D. F.: Universidad Nacional de Mexico.

2. Konetzke, Richard. "La Emigracíon de Mujeres Españolas Durante la Epoca Colonial," Revista Internacional de Sociologia. 1945, pp. 123-140.

3. Peck, Ann. The Pageant of Middle America History. New York: McKay Publications, 1947.

4. Gomez de Orozco, Federico. "Doña Marina, La Dama de la Conquista," Vidas Mexicanas. Mexico, D. F.: Ediciones Xochitl, 1942.

5. O'Sullivan-Beare, Nancy. Las Mujeres de los Conquistadores: La Mujer Espanola en los Comienzos de la Colonizacion Americana. Madrid: Compania Bibliográfica Española, S. A. (Nieremberg 14)

III. Mestizas - Women of Spanish and Indian Blood

A. Topics:

1. Women and race mixture - Mestizaje

2. Was it better to be a Mestiza than an Indian? Criolla than a Mestiza? Spanish (Española) than Criolla?

3. Was conquered America male oriented? Could oppressive conditions have created the roots for machismo?

B. Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976.

2. Moreno, Dorinda. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 36-40.

3. Pereira, Joan Solorzano. "The Mestizo, Seed of Tomorrow." In Benjamin Keen, ed.: Readings in Latin American Civilization. Houghton Mifflin, 1955, pp. 124-125.

4. Taylor, Paul S. An American Mexican Frontier. Chapel Hill: University of North Carolina, 1934, pp. 258-259.

5. Montiel, Miguel. "The Social Science Myth of the Mexican American Family," El Grito. III, Summer 1970.

C. Suggested Readings:

1. Del Castillo, Adelaida R. "Malintzin Tepenal: A Preliminary Look into a New Perspective," Encuentro Femenil. Vol. 1, No. 2, 1974.

2. Aramoni, Aniceto. "Machismo," Psychology Today. Jan. 1972. pp. 69-72.

3. Beals, Ralph. "Indian-Mestizo-White Relations in Spanish America." In Andrew Lind, ed.: Race Relations in World Perspective. Honolulu: 1955.

4. Love, Edgar F. "Marriage Patterns of Persons of African Descent in Colonial Mexico," Hispanic American Historical Review. Vol. XLI, No. 1, Feb. 1971, pp. 79-91.

5. McAllister, Lyle. "Social Structure & Social Change in New Spain," Hispanic American Historical Review. Vol. XLIII, No. 3, August 1973, pp. 349-370.

6. Morner, Magnus. Race Mixture in the History of Latin America. Boston: Little, Brown & Co., 1967.

7. Hellbom, Anna-Britta. La Participación Cultural de las Mujeres Indias y Mestizas en el Mexico Pre-cortesiano y Postrevolucionario. Stockholm: The Ethnographical Museum Monograph Series, Publication No. 10, 1967.

8. Gomez, Anna Nieto. "Women in Colonial Mexico," Regeneración. Vol. 2/4, 1975.

9. Lipschutz, Alejandro. El Problema Racial en la Conquista de America y el Mestizaje. Santiago, Chile: Editorial Andres Bello, 1967.

IV. Colonial Period - Mexico under Spain's rule

A. Topics:

1. What type of education was possible for women from poor families, from rich families?

2. In what activities were women involved?

3. Who was Sor Juana Ines de la Cruz?

B. Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976.

2. Zamora, Dionisia P. "Sor Juana Ines de la Cruz y la Educacion de la Mujer," Seminario de Cultura Mexicana. Mexico: Editorial Libros de Mexico, S.A., Avenida Coyoacan, No. 1035.

C. Suggested Readings:

1. Moreno, Dorinda. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 154-162.

2. Muriel, Josefina. Las Indias Casiques de Corpus Christi. Mexico, D. F.: Universidad Nacional Autonoma de Mexico, 1963.

3. Gomez, Anna Nieto. "Woman in Colonial Mexico," Regeneracion. Vol. 2/4, 1973.

4. Cabeza de Baca, Fabiola. "The Pioneer Women in Aztlan," in Valdez, Luis and Stan Steiner, eds. An Anthology of Mexican American Literature. New York: Vintage Books, 1972.

V. Women's role during independence from Spain

A. Topics:

1. Who was Gertrudis Bocanegra? Doña Josefa Ortiz de Dominguez?

2. Women as compañeras to the Mestizo trying to get equal rights. Equality versus sexism

B. Required Readings:

1. Cotera, Martha. Profile on the Mexican-American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 36-40.

2. "La Chicana," El Grito del Norte, June 5, 1971.

3. DeValle, Artemio A. La Guera Rodriguez, Biblioteca Mexicana No. 2. Mexico, D. F.: Libreria de Manuel Porrua, S. A., 1960.

4. "Dos Ilustres Mexicanas," El Regidor, San Antonio, Texas: diciembre 17, 1903.

C. Suggested Readings:

1. De los Santos, Pablo. Mexicanismo. Mexico, D. F.: Imprenta Canamer, 1968, pp. 107-110.

2. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973., pp. 110-114.

3. Barria, Fernando Toussaint del. Maria Josefa Ortiz de Dominguez. Mexico, D. F.: Secretaria de Hacienda y Credito Publico, 1961.

4. Encomio de Santiago R. de la Vega. "Juana B. Gutierrez de Mendoza," El Universal. febrero 1, 1950.

VI. La mujer y la revolucion

A. Topics:

1. Who were the soldaderas?

2. Who were Adela Ayala, La Adelita, Jesusita en Chihuahua, La Valentina?

3. Did the women of this period have equal rights? equal responsibilities? Were they coronelas, capitanas, soldaderas, and revolucionarias?

B. Required Readings:

1. Flores-Magon, Enrique y Jose Flores Magon. "Nuestras Revolucionarias," El Universal, 20 de agosto 1954. (Carmen Serdan, Rosaura Gortari, Lucrecia Toriz, Teresa de Flores Magon y otras heroinas.)

2. Hernandez, Teodoro. "Mujeres Heroicas de Puebla y Otros Estados de la Republica," El Nacional, diciembre 7, 1958.

3. Historia Grafica de la Revolucion. Mexico, D. F.: Archivo Casasola Biblioteca Nacional. (Muchas fotografias)

4. Mendieta Alatorre, Angeles. La Mujer en la Revolucion Mexicana, Instituto Nacional de Estudios Historicos de la Revolucion Mexicana. Mexico, D. F.: Talleres Graficos de la Nacion, 1961.

5. "Ricarda Centero," El Nacional, noviembre 29, 1959, (Pepila Neri, "La Coronela").

C. Suggested Readings:

1. Plenn, J. H. "Forgotten Heroines of Mexico: Tales of the Soldadera, Amazons of War and Revolution," il. Travel, Vol. 66, April 1936, pp. 24-27.

2. "Dos Mujeres Valientes; Soldadas de la Revolucion; Mujeres de la Revolucion; Dos Sanguinarias en la Lucha Armada," El Nacional, Domingos 8, 15, y 29 de noviembre de 1959.

3. Turner, Fred C. The Dynamics of Mexican Nationalism. Chapel Hill: North Carolina Press, 1968.

4. "La Chicana," El Grito del Norte, June 5, 1971.

5. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 123-127, 163-166.

6. Gomez-Quiñones, Juan. "La Mujer," "Margarita Ortega," "Progreso Revolucionario," Sembradores: Ricardo Flores Magon Y El Partido Liberal Mexicano: A Eulogy and Critique. Los Angeles: University of California, 1973.

VII. Post Revolutionary Period (Constitution 1917) Civil Rights: a dream or a reality?

A. Topics:

1. Political movidas - the male's definition of equality

2. What did the Church promote as the women's role?

B. Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 44-46.

2. Morton, Ward. *Woman Suffrage in Mexico*. Gainesville: University of Florida Press, 1962.

3. Magon, Ricardo Flores. *A La Mujer*. Oakland: Prensa Sembradora, 1974, 14 pp.

4. Wattson, Simone. *The Cult of Our Lady of Guadalupe: A Historical Study*. Collegeville, Minnesota: The Liturgical Press, 1964.

C. *Suggested Readings*:

1. Moreno, Dorinda, ed. *La Mujer en Pie de Lucha*. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 167-175.

2. Colon R., Consuelo. *Las Mujeres de Mexico*. Mexico, D. F.: Imprenta Gallarda, 1944.

3. *Primer Congreso Feminista de la Liga Panamericana de Mujeres*. Mexico, D. F.: Talleres el Modelo, 1923.

4. Rascon, Maria Antonieta. "La Mujer Mexicana Como Hecho Politico: La Precursoa, La Militante," *Siempre*, 3 de enero, 1973, numero 1019.

5. Robes de Mendoza, Margarita. *La Evolucion de la Mujer en Mexico*. Mexico: Imprenta Galas, 1931.

6. Romero, Emilia. "Mujeres de America," *Serie Enciclopedia Popular*. Tomo 196. Mexico, D. F.: Secretaria de Educación Publica.

7. "Women and Labor in the 19th Century Mexico," *Labor Movement in Mexico*. Paper prepared for the Pacific Coast Council on Latin American Studies Conference in California, October 26-28, 1972.

VIII. Chicanas - "People of the Land"

A. *Topics*:

1. Pioneer Chicanas - *La Fronteriza*, *La Nortena*

2. Role of Chicanas during the Mexican American War, Texas Revolution.

3. Role of Chicanas *frente la operesion post-guerra* (1865-1929)

4. Role of Chicanas during labor movement (1930-1940), great depression (deportation), 1945-1955 illegal immigration.

5. Women's role in Chicano organizations - 1945-1960, 1960-1970, 1970-present

6. Women's role in Chicano movement and political parties Periods 1945-1960, 1960-1970, 1970 to present

B. Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 47-54 (colonial), pp. 55-61 (1840-1900).

2. Cabeza de Vaca, Fabiola. "The Pioneer Women." In Luis Valdes and Stan Steiner, eds.: Aztlan, An Anthology of Mexican American Literature. N.Y.: Random House, Inc., 1972.

3. Rendon, Armando. Chicano Manifesto. New York, New York: Collier Books, 1971, pp. 183-190.

4. Moreno, Dorinda. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 1, 4-5, 214-215, 232-240.

5. Guzman, R. C. The Political Socialization of the Mexican American People, UCLA Doctoral Dissertation, Los Angeles: University of California, 1970, pp. 282-374.

6. Pitt, Leonard. Decline of the Californios. Berkeley: University of California, 1966, pp. 72-74.

7. Regeneración, Volumes I and II, No. 3, 1973.

8. Valdez and Steiner. Anthology of Mexican American Literature. New York, New York: Random House, Inc., 1972, pp. 260-263.

9. Rodriguez, Richard and Gloria L. Rodriguez. "Teresa Urrea, Her Life as it Affected the Mexican U. S. Frontier," El Grito, Vol. 5, No. 4, summer 1972, pp. 48-68.

10. Smylie, Vernon. A Noose for Chipita. Corpus Christi: Texas News Syndicate Press, 1970.

11. Menefee, Selden C. and Orin C. Cassmore. The Pecan Shellers of San Antonio. Washington, D. C.: Government Printing Office, 1940, 92 pp.

12. Allen, Ruth. The Labor of Women in the Production of Cotton. U. T. Bulletin No. 3134. Austin, Texas: The University of Texas, 1931, 285 pp.

13. "La Chicana: Our Unknown Revolucionarias," El Grito del Norte, June 5, 1971

14. "The Chicana," A Special issue, El Grito del Norte, 1971. Newspaper anthology on the Chicana's role in history and in the present movement.

15. Green, George N. "I.L.G.W. in Texas, 1930-70," The Mexican American Historical Review. Vol. I, 1972, pp. 144-163.

16. Limón, José E. "El Primer Congreso Mexicanita de 1911: A Precursor to Contemporary Chicanismo," Aztlan. Vol. 5, Nos. 1 and 2, spring and fall, 1974, pp. 85-117.

IX. Chicanas Contemporaneas - Aqui estamos y a donde vamos?

A. Topics:

1. What are the different roles women have at home and at work? Which roles are linked to tradition, education, and so forth?

2. Who is the Chicana you most admire? Why?

3. Quien y que definirá lo que tu seas en el futuro?

B. Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 197-201.

2. Tafolla, Carmen. "La Hispana." In W. Terry Robert and Vivian Jenkins Nelson, eds.: The Emergent Ethnic Minority Confronting Racism and Sexism. Washington, D. C.: NIE, 1978.

3. Valdez and Steiner, eds. Aztlan: An Anthology of Mexican American Literature. New York, New York: Random House, Inc., Vintage Books, 1972.

4. Rivera, Tomas. Y no se lo tragó la tierra. Berkeley, Cal.: Quinto Sol Publications, 1971.

5. Ludwig, Ed. and James Santibañez, eds. The Chicanos: Mexican American Voices. Baltimore, Md.: Penguin Books, Inc., 1970, pp. 54-66.

6. Rivera, Feliciano and Matt S. Meier. The Chicanos: Mexican American Voices, A History of Mexican Americans. New York, New York: Hill and Wong, 1972, pp. 50-70.

7. Acuña, Rodolfo. Occupied America: The Chicano Struggle Toward Liberation. San Francisco, California: Canfield Press, 1972, pp. 8-19.

8. Fernandez. "The Political Economy of Stereotypes," *Aztlan*. Vols. 1-2, fall 1970, pp. 39-45.

9. Cotera, Martha. *Profile on the Mexican American Woman.* Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 55-60.

10. Paredes, Americo. *With a Pistol in His Hand*. Austin, Texas: University of Texas Press, 1971.

11. Cotera, Martha. *Profile on the Mexican American Woman*. Las Cruces, New Mexico. ERIC/CRESS, 1976, pp. 55-71.

12. Santos, Richard. "From the Inside Looking Around: A Portrait of the Mexican American," *Proceedings - National Conference on Bilingual Education*, 1972, pp. 121-138.

13. Gomez-Quiñones, Juan. *Sembradores: Ricardo Flores Magon y El Partido Liberal Mexicano: A Eulogy and Critique*. Los Angeles, California: University of California, 1973.

14. Limón, José. "El Primer Congreso Mexicanista de 1911...," *Aztlan*, Vol. 5, No. 1 and 2, spring and fall 1974, pp. 85-106.

15. Gomez-Quiñones, Juan. "Plan de San Diego Reviewed," *Aztlan*, spring 1970, pp. 124-131.

16. Local newspaper accounts of the present immigration problems and proposed solutions.

17. Cotera, Martha. *Profile on the Mexican American Woman*. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 178-180.

18. AFL-CIO, *Aztlan*, Vol. 3, pp. 13-50.

19. Acuña, Rodolfo. *Occupied America: The Chicano Struggle Toward Liberation*. San Francisco, California: Canfield Press, 1972, pp. 94-95.

20. Gomez-Quiñones, Juan. *Mexican American Studies Curriculum Guide*, Pharr-San Juan-Alamo Independent School District, 1975.

21. Rendon, Armando. *Chicano Manifesto*. New York, New York: Collier Books, 1971, pp. 183-190.

22. Moreno, Dorinda, ed. *La Mujer en Pie de Lucha*. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 1, 4-5, 214-225, 232-240.

23. Pitt, Leonard. *Decline of the Californios*. Berkeley, Calif.: University of California, 1966, pp. 72-74.

24. Steiner and Valdez, eds. *Aztlan: An Anthology of Mexican American Literature*. New York, New York: Random House, Inc., Vintage Books, 1972, pp. 260-263.

25. Cotera, Martha. *Profile on the Mexican American Woman*. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 168-198, 219-221, 264.

26. Gutierrez, Hirsch. "Political Maturation and Political Awareness: The Case of the Crystal City Chicano," *Aztlan*, spring and fall, 1974, pp. 295-312.

OUTLINE OF CONCEPTS

I. Native Americans before the Spanish Conquest: Women's place in society.

   A. Objectives

      1. After listening to a narration of the role of women in the Native-American society, the students will be able to role play one familiar everyday scene in the 1400's.

      2. After viewing the film, "Los Aztecas and Their Medicine: A Chicano Legacy," the students will divide into small groups to discuss:

         a. the role of women in pre-cortes[illegible] Mexico

         b. contributions of women

         c. la herencia de la Chicana (Chicana heritage)

   B. Activities

      1. Students will listen to a narration of the important role of women in the life of Native Americans.

      2. Students will view the film "Los Aztecas and Their Medicine: A Chicano Legacy." Divided into small groups, the students discuss the role of women durante el imperio indigenista.

   C. Materials

      Required Readings:

      1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 12-23.

      2. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D.F.: Espina del Norte Publications, 1973.

      3. Acuña, Rodolfo. A Mexican American Chronicle. New York: American Book Co., 1973.

      Suggested Readings:

      1. Leon-Portilla, Miguel. "La Institucion de la Familia Nahuatl Prehispanica: Un Antecedente Cultural," Cuadernos Americanos. Vol. 154, September-October, 1967, pp. 143-161.

Film

1. "Los Aztecas and Their Medicine: A Chicano Legacy"

D. Expected Outcome

1. The background and possible roots of the Chicana's role in the Indian heritage will become familiar through analysis.

II. La mujer during the Spanish Conquest. Chicanas contemporaneas need to understand how human rights changed at the time of La Conquista (conquered Mexico)

A. Objectives

1. After listening to a lecture on the lifestyle of Spain during the XVI century and Spain's interest in the New World, the students will be able to list the advantages and disadvantages of the Spanish Conquest for the conquered people in Mexico.

2. After an overview of the conquest, the students will be able to compare the status of women, in Spain and Mexico, before the conquest and the changes brought about at the time of La Conquista.

B. Activities

1. Students will listen to a lecture on the lifestyle in Spain during the XVI century, analyze Spain's interests in the New World and list the advantages and disadvantages of the Spanish conquest for the conquered people.

2. After a brief overview on the historical events of La Conquista, the students will divide into groups to analyze the various changes wrought by the conquest in the status of the conquered people.

C. Materials

Required Readings:

1. Acuña, Rodolfo. A Mexican American Chronicle. New York: American Book Co., 1973.

2. Acuña, Rodolfo. Occupied America: The Chicano Struggle Toward Liberation. San Francisco, California: Canfield Press, 1972.

3. Soustelle, Jacques. The Daily Life of the Aztecs on the Eve of the Spanish Conquest. Palo Alto: Stanford University Press, 1961, pp. 54-56, 130-131, 134-137, 182-187, 190-191.

Suggested Readings:

1. The History of the Church - (CEHILA) Spanish Speaking Church in the U. S. Vol. 10, Our Sunday Visitor Press, 1977.

2. Guerra, Francisco. The Pre-Colombian Mind. London: Seminar Press, 1971.

3. Konetzke, Richard. "La Emigración de Mujeres Españolas Durante la Epoca Colonial," Revista Internacional de Sociologia, 1945, pp. 123-140.

4. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973., pp. 148-162.

D. Expected Outcome

1. The student will become familiar with the Pre-Columbian period and analyze the changes brought about by oppression.

III. Mestizas y su Cruz (Women of Spanish-Indian Blood and Their Lot)

A. Objectives

1. After viewing pictures of contemporary Chicanas, students will discuss the factors which led to mestizaje, that is the Spanish ancestor's geographic location, the Indian tribe encountered, etc.

2. After completing the readings, the students will discuss the status of women in the class system, whether or not it was racist or sexist, and the changes for Native Americans brought about as a result of the Conquest.

B. Activities

1. Students will view pictures of contemporary Chicanas and try to identify the Españolas, Indians, Mestizas. The teacher will clarify the diverse physical characteristics of the Spaniards and Indians and with the students discuss the historical blending of Spanish and Indian cultures which resulted in advances for civilization.

2. Status of Spanish, Criolla, Mestiza and Indian are viewed from a class system point of view.

3. Colonial Mexico is analyzed from a humanistic and social point of view for possible roots of a male oriented society affecting male-female relationships.

C. Materials

Required Readings:

1. Cotera, Martha. Profile on the Mexican American Women. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 24-35.
2. Del Castillo, Adelaida R. "Malintzin Tepenal: A Preliminary Look Into a New Perspective," Encuentro Feminil. Vol. 1, No. 2, 1974.
3. Gomez, Ana Nieto. "Women in Colonial Mexico," Regeneración, Vol. 2/4, 1975.

Suggested Readings:

1. Tezozomoc. Historia Verdadera de la Gran Tenochtitlan. Mexico, D. F.: Universidad Nacional de Mexico.
2. Morner, Magnus. Race Mixture in the History of Latin America. Boston, Mass.: Little Brown and Co., 1967.
3. McAllister, Lyle. "Social Structure and Social Change in New Spain," Hispanic American Historical Review. Vol. XLIII, No. 3, August 1973, pp. 349-370.
4. Paz, Octavio. Labyrinth of Solitude. New York, New York: Grove Press, 1966, pp. 24-26.

D. Expected Outcomes

1. The Chicana heritage involving the birth of Mestizos-La Raza and the changes in human relations in colonial Mexico will be understood.
2. Evaluation of "que se perdio y que se gano" will result.

IV. Colonial Period - Mexico under Spain's rule, females under man's rule.

A. Objectives

1. After a brief lecture on the educational opportunities in colonial Mexico, the students will list the contributions of outstanding Indian women, Mestizas and Españolas.
2. Students will be able to analyze the roles played by women during colonial Mexico and their educational limitations and compare these to the present roles of Chicanas and their low educational achievement.

B. Activities

1. Students will listen to an overview of the limited educational opportunities for women and the options open to intellectual women of the time.

2. Students will research:

   Indian women: Sor Felipa de Jesus
   Sor Antonio Perez de los Santos
   Sor Rosa Antonio de la Santisima Trinidad
   Rosa de Loreto

   Mestizas: Sor Juana Ines de la Cruz

3. The students will debate the connection between low educational achievement and the opportunities open to women. Present roles and colonial women's roles are analyzed for possible similarities.

C. Materials

Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 28-30.

2. Gomez, Anna Nieto. "Woman in Colonial Mexico," Regeneración, Vol. 2/4, 1973.

3. Benitez, Fernando. In the Footsteps of Cortez. New York, New York: Pantheon, 1952, pp. 88-97.

Suggested Readings:

1. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 148-153.

2. Peck, Ann. The Pageant of Middle America History. New York, New York: McKay Publications, 1947.

3. Hellbom, Anita. La Participación Cultural de las Mujeres Indias y Mestizas, Pre-Cortesianas y Post Revolucionarias. Stockholm: Ethnographical Museum, Monograph Series, No. 10, 1967.

D. Expected Outcome

1. The student will become familiar with woman's limited roles during colonial Mexico. The possible connections between the contemporary Chicana's limited roles and low educational achievement may be a case of la historia vuelve a repetirse (history repeats itself).

V. Women's Role During Mexico's Independence from Spain (1810). It is important for Chicanas to recognize that Mexicanas became companeras to the Mexicanos in achieving independence from Spain.

A. Objectives

1. After a short introduction highlighting outstanding events in the fight for independence from Spain, the students will list possible reasons that motivated women to participate actively in the lucha por la independencia from Spain.

2. After reviewing the contributions of Mexicanas in the struggle for independence, the student will be able to prepare a calendar of "Outstanding Mexicanas in History" and equate them to "Contemporary Outstanding Chicanas."

B. Activities

1. Students will listen to a brief overview of the Mexican's fight for independence, and the crucial participation of Mexicanas as companeras (partnership role).

2. Working in groups students will list possible reasons that motivated women to participate actively in the lucha por la independencia.

3. Divided into groups, students will select outstanding Mexicanas from the period (1810-1820) and do research to find out their contributions. (Dona Josefa Ortiz de Dominguez, Manuela Medina, Dona Maria Fermina Rivera, Luisa Martinez, Gertrudis Bocanegra de Lazo de la Vega, Dona Maria Tomasa Estevez y Salas, Antonia Nava, Catalina Gonzalez)

4. Divided into groups, students select outstanding Chicanas contemporaneas and equate their purpose and contributions to the heroines of 1810. Students prepare a composite calendar of Mujeres Heroicas (Heroic Women)

C. Materials

Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 36-40, 155-195.

2. Barria, Fernando Toussaint del. Maria Josefa Ortiz de Dominguez. Mexico, D. F.: Secretaria de Hacienda y Credito Publico, 1961.

3. "La Chicana," El Grito del Norte, June 5, 1971, pp. 5.

4. De los Santos, Pablo. Mexicanismo. Mexico, D. F.: Imprenta Canamer, 1968, pp. 107-110.

5. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 110-114.

Suggested Readings:

1. Acuña, Rodolfo. Occupied America: The Chicano Struggle Toward Liberation. San Francisco, California: Canfield Press, 1972.

2. Barria, F. and Otlia Tijeria. "El Pasado, Presente, y Futuro de la Mujer Latinoamericana," Americas. Vol. 26, April 1974.

D. Expected Outcome

1. Students can analyze the importance of the partnership role of Mexicanas in the fight for independence and equate the contributions made by Mexicanas to contributions made to the Chicano movement by contemporary Chicanas.

VI. La Mujer y la Revolución. Mexicanas join the Revolución seeking social reform and justice.

A. Objectives

1. After a brief overview of the conditions which brought about the need for Social Reform, the student will be able to compile a list of reasons that motivated Mexicanas to join actively La Revolución.

2. Students list contributions of outstanding revolucionarias.

3. In a debate format the students discuss, "Did the Women of this Period Have Equal Rights?" "Equal Responsibilities?"

4. After researching the participation of contemporary Chicanas in El Movimiento, the students will be able to compare the role played by revolucionarias and Chicanas in the Chicano movement.

B. Activities

1. Students will listen to a presentation of the pre-revolutionary conditions, then discuss possible reasons for the need for Mexicanas revolucionarias to unite with their companeros in the search for equal rights and human dignity.

2. Working in groups the students will list contributions of outstanding revolucionarias like Carmen Serdan, Juana Belen Gutierrez de Mendoza, Petra Ruiz, Echa Bala, Encarcación Mares de Panuca, Sra. Carmen Parra, Viuda de Alaniz, Doña Juana Torres.

3. Students will select debaters to research background information and to debate whether the women of this period had equal rights, equal responsibilities? (i.e. coronelas, capitanas, soldaderas, etc.)

4. Divided into groups the students will research the grass roots of the Chicano movement and relate the emergence of leadership during the Mexican Revolution to the roots of la Chicana. Are the roles similar? How? Why?

C. Materials - Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 41-46.

2. Turner, Fred C. The Dynamics of Mexican Nationalism. Chapel Hill: North Carolina University Press, 1968.

3. "La Chicana," El Grito del Norte, June 5, 1971.

4. Alatorre, Maria de los Angeles Mendieta. La Mujer en la Revolución Mexicana. Mexico, D. F.: Talleres Graficos de la Nacion, 1961.

Suggested Readings:

1. Moreno, Dorinda, ed. La Mujer de Pie de Lucha. Mexico, D.F.: Espina del Norte Publications, 1973, pp. 123-127, 163-166.

2. Quinoñes, Juan Gomez. Sembradores. Los Angeles, California: University of California, 1973, pp. 105-132.

Film

"La Chicana in the Revolution"

D. Expected Outcomes

1. Students will be able to recognize the relationship between roles and equal rights and equal opportunities.

2. Students will recognize the vital need for coordinating efforts to bring about equal rights and human dignity.

VII. Constitution of 1917: Civil Rights and Equality - A Dream or a Reality? Did the position and conditions of women change any after the revolution? Where had all the efforts gone?

A. Objectives

1. After a brief overview on the aftermath of the Revolution and the non-existent social and political improvement in status, the students will discuss the possibilities that different perceptions of political equality existed between revolucionarias y revolucionarios.

2. After a brief lecture on the lack of responsiveness of institutions to the needs of women, the students will be able to research community needs and compare them to institutional services.

B. Activities

1. Students will listen to a lecture on political indifference towards the need for equality for all (justicia para todos), then divide into groups to discuss the different perception males might have towards equality as compared to females. Students will review the role of the Church in reinforcing stereotypes and limiting the roles of females.

2. Students will listen to an overview of the insensitivity of institutions in responding to the needs of women. Students will divide into teams to research and interview community people to identify social, legal, health, political, employment, and educational needs.

3. Students will compare identified needs to the services provided to these individuals. An attempt will be made to identify "bottlenecks" to social reforms.

C. Materials

Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 44-46.

2. Morton, Ward. Woman Suffrage in Mexico. Gainsville, Florida: University of Florida Press, 1962.

3. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 167-175.

Suggested Readings:

1. De Los Santos, Pablo. Mexicanismo. Mexico, D. F.: Imprenta Canamer, 1968, pp. 110-120.
2. Acuña, Rodolfo. Occupied America: The Chicano Struggle Toward Liberation. San Francisco, California: Canfield Press, 1972, pp. 188-189.
3. Acuña, Rodolfo. A Mexican American Chronicle. San Francisco, California: Canfield Press, 1972.

VIII. Chicanas - "People of the Land" The roots of the Chicana often are linked to what historians have entitled "People of the Land."

A. Objectives

1. After a brief overview of the activities of the explorers in establishing settlements and adapting to the terrain of the American Southwest, the students will be able to compare the differences in life-style between these settlements and southern Mexico. How did these differences affect the role of pioneer Chicanas?
2. After a brief discussion of the Treaty of Guadalupe Hidalgo, the students will list alongside the terms of the treaty the activities which show whether the treaty has been honored. How were the women of "people of the land" affected by entering another stage of colonization and level of acculturation?

B. Activities

1. Students will listen to an overview of the explorations and settlements in the American Southwest. Groups of students will analyze the similarities and differences in lifestyle between colonial Mexico and settlements in the Southwest. Students will analyze how these differences affected the role of pioneer Chicanas.
2. Students will view the film "Westward Movement - Texas and the Mexican War."
3. Students discuss the terms of the Treaty of Guadalupe Hidalgo, then compile a list of treaty terms which show how the treaty was honored or not honored.
4. In a panel discussion the students review the effects of entering another stage of colonialization and level of acculturation for la Chicana.

5. Working in groups the students write a position paper to show the Chicana's need for adaptation, re-organization, re-affirmation of values, or resistance.

C. Materials

Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 47-54, 55-61.

2. Cabeza de Vaca, Fabiola. "The Pioneer Women." In Luis Valdez and Stan Steiner, eds.: Aztlan, An Anthology of Mexican American Literature. New York, New York: Random House, Inc., Vintage Book, 1972, pp. 260-263.

3. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 1, 4-5, 214-215, 232-240.

4. Regeneración. Vols. I and II.

5. Rendon, Armando. Chicano Manifesto. New York, New York: Collier Books, 1971, pp. 183-190.

6. The History of the Church - (CEHILA) Spanish Speaking Church in the U.S., Vol. 10, Our Sunday Visitor Press, 1970.

7. Acuña, Rodolfo. Occupied America: The Chicano Struggle Toward Liberation. San Francisco, California: Canfield Press, 1972.

Suggested Readings:

1. Pitt, Leonard. Decline of the Californios. Berkeley: University of California, 1966, pp. 72-74.

2. Oeste, Marcia. La Luz. May 1972, pp. 39-40, 19-24.

3. Allen, Ruth. "Mexican American Peon Women in Texas," Sociology and Social Research. November and December 1971, pp. 131-142.

Films:

1. "Salt of the Earth"

2. "Westward Movement, Texas and the Mexican War"

D. Expected Outcomes

1. The students are able to discern the differences and similarities in life style between colonial Mexico and the pioneer American Southwest.

2. The students will be able to identify the terms of the treaty of Guadalupe Hidalgo and see what terms have been honored and what have not been honored.

IX. Chicanas Contemporaneas - Aqui estamos y a donde vamos? Como nos pintan y como somos!

A. Objectives

1. After analyzing the stereotypes of Chicanos and Chicanas in such mass media as television, magazines, commercials, and movies, the students will participate in a panel discussion on "Como nos pintan y como somos!" (As we are shown and as we are!)

2. Students will research the literature provided in their curriculum with Chicano(a) literature, write a position paper on the differences and similarities, by analyzing relevance, language style, and writing style. In Chicano literature, what is the role of "la Chicana" in the different types of literature?

3. After analyzing the mass media and literature, the students will divide into teams to complete one of the "Enrichment Activities.

4. After a brief overview of the Texas Revolution, the student will be able to list and to discuss areas of conflict between Anglo Texans and Mexicans which resulted in the Texas Revolution and which in the present day still create conflicts between the descendents of "the people of the land" and Anglo Texans.

5. After an overview of the lack of protection for the civil, political and property rights of Mexican Americans, the student will be able to discuss the Nationalistic Movement (1848-1920) based on political, educational, cultural, revolutionary, and social movements of the time. What was the role of Chicanas in this movement?

6. After a brief presentation on the economic and political unrest in Mexico (Revolution of 1910-20), and the mass immigration of a diverse group of Mexicans to the United States, the students will identify the effects it had on the political, social, and cultural consciousness of the Chicano.

7. After a brief overview of American Industrial Revolution, the students will identify:

    - Chicano's role in the agri-business labor movement
    - Chicana's role in the labor movement
    - Mass migration of Chicanos to industrial areas
    - Changes in the lifestyle of Chicanas with more employment opportunities

8. After an overview on Chicano participation in World War I, II, Korean War, Viet Nam War, the students will be able to compare the Chicano's responsibilities and the rights guaranteed to all U. S. citizens including Mexican Americans or Chicanos.

9. After a brief presentation on the women's role in the Chicano movement and Chicano organizations (1880's - present), the students will be able to identify activities which conformed to politics of accommodation or the fight for social justice and civil rights.

B. Activities

1. Students will take turns watching different programs in the mass-media to analyze them for cultural relevance, overt racism, sexism, and stereotypes descarados (obvious). In a panel discussion, the students will compare their findings with available research data or their own perceptions.

2. Divided into groups, the students will analyze Chicano literature and compare it to the literature prescribed in their school curriculum. Students will write a position paper on differences and similarities. What is the role of the Chicana in Chicano literature?

3. Students will divide into groups to select and to complete one of the attached activities.

4. The students will listen to a brief overview of the Texas Revolution and then view the film "The Texas Revolution." Divided into groups the students will:

    a. Read various accounts of the Texas Revolution with each group using different sources.

    b. List the sources of conflict and how it affected inter-relationships.

    c. See how Chicanos were affected by these conflicts. Did their status change?

The students will write a position paper on their concept of the role of Chicanas as the companeras of stereotyped Chicanos. Do the distortions become greater or less? Ways in which "history" can be re-written or clarified with factual information will be listed.

5. After a brief but well documented description of land ownership in the Southwest, the students will be able to interview old-timers in order to record and document their view of this period. Include Chicanas in order to have them recount the effects this change in land-ownership had upon the familia and wife-husband relationships.

   Students will discuss the effects of losing property and the Chicanos' efforts to defend their rights. Divided into groups the students can research its impact on the economy, politics, education, and civil rights.

   What were the effects of these oppressive measures? Discuss movements and folklore which exemplifies nationalism among Mexican Americans and the contributions of the Chicanas.

6. Students will listen to a brief presentation on the influence of immigrants in the Chicano community. Students will analyze the problems which have arisen and the advantages of mass immigration.

   In a debate the students will attempt to relate the present problems and advantages of mass immigration to those living in the barrios.

7. Students will listen to an overview of the Industrial Revolution and Chicano and Anglo labor philosophies and analyze the issues and debate on the effects of Chicano participation in the agri-business labor movement.

8. Students will listen to an overview of Chicano contributions to the United States by reviewing heroes and the percentage of participants in relationship to other ethnic groups.

   Students will define the responsibilities of American citizenship and guaranteed rights.

   Working in groups the students will review housing, education, employment, and economic status of Chicanos.

9. Students will listen to a factual overview of women's contributions to the Chicano movement, then divide into groups to research and to document the following:

- factual data versus emotional reactions in the Chicano movement.

- Women's real contributions to the Chicano movement.

- Politics of accommodation and the fight for social justice and civil rights.

C. Materials

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 197-201.

2. Tafolla, Carmen. "La Hispana." In W. Terry Robert and Vivian Jenkins Nelson, eds.: The Emergent Ethnic Minority Confronting Racism and Sexism. Washington, D. C.: NIE, 1978.

3. Valdez and Steiner. Aztlan: An Anthology of Mexican American Literature. New York, New York: Random House, Inc., Vintage Books, 1972.

4. Rivera, Tomas. Y No Se Lo Trago la Tierra. Berkeley, California: Quinto Sol Publications, 1971.

5. Ludwig, Ed. and James Santibañez, eds. The Chicanos: Mexican American Voices. Baltimore, Md.: Penguin Books, Inc., 1970, pp. 54-66.

6. Rivera, Feliciano and Matt S. Meier. The Chicanos: Mexican American Voices, A History of Mexican Americans. New York, New York: Hill and Wong, 1972, pp. 50-70.

7. Acuña, Rodolfo. Occupied America: The Chicano Struggle Toward Liberation. San Francisco, California: Canfield Press, 1972, pp. 8-19.

8. Fernandez. "The Political Economy of Stereotypes," Aztlan. Vols. 1-2, fall 1970, pp. 39-45.

9. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 55-60.

10. Paredes, Americo. With a Pistol in His Hand. Austin, Texas: University of Texas Press, 1971.

11. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico. ERIC/CRESS, 1976, pp. 55-71.

12. Santos, Richard. "From the Inside Looking Around: A Portrait of the Mexican American," *Proceedings - National Conference on Bilingual Education*, 1972, pp. 121-138.

13. Gomez-Quiñones, Juan. "Plan de San Diego Reviewed," *Aztlan*, spring 1970, pp. 124-131.

14. Gomez-Quiñones, Juan. *Sembradores: Ricardo Flores Magon y El Partido Liberal Mexicano: A Eulogy and Critique*. Los Angeles, California: University of California, 1973.

15. Limón, José. "El Primer Congreso Mexicanista de 1911...," *Aztlan*, Vol. 5, No. 1 and 2, spring and fall 1974, pp. 85-106.

16. Local newspaper accounts of the present immigration problems and proposed solutions.

17. Cotera, Martha. *Profile on the Mexican American Woman*. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 178-180.

18. AFL-CIO, *Aztlan*. Vol. 3, pp. 13-50.

19. Acũna, Rodolfo. *Occupied America: The Chicano Struggle Toward Liberation*. San Francisco, California: Canfield Press, 1972, pp. 94-95.

20. Gomez-Quinones, Juan. *Mexican American Studies Curriculum Guide*, Pharr-San Juan-Alamo Independent School District, 1975, pp. 30-43.

21. Rendon, Armando. *Chicano Manifesto*. New York, New York: Collier Books, 1971, pp. 183-190.

22. Moreno, Dorinda, ed. *La Mujer en Pie de Lucha*. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 1, 4-5, 214-225, 232-240.

23. Pitt, Leonard. *Decline of the Californios*. Berkeley, Calif.: University of California, 1966, pp. 72-74.

24. Steiner and Valdez. *Aztlan: An Anthology of Mexican American Literature*. New York, New York: Random House, Inc., Vintage Books, 1972, pp. 260-263.

25. Cotera, Martha. *Profile on the Mexican American Woman*. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 168-188, 219-221, 264.

26. Gutierrez, Hirsch. "Political Maturation and Political Awareness: The Case of the Crystal City Chicano," Aztlan, spring and fall, 1974, pp. 295-312.

D. Expected Outcomes

1. Students will be able to analyze distortions of historical and factual information through the mass media.

2. Students can review the relevance of role models and the "authenticity" of roles in Chicano literature.

3. Since conditions of oppressed people make it difficult for their history to be recounted factually and with a balanced view, students will recognize the position of Chicanas as wives of "historically grotesque" men.

3. The students will understand how Chicanos and Chicanas have resisted the oppressive conditions imposed upon them.

   Los que no han oido o entendido es porque estan sordos o se hacen tontos.

4. Students are able to analyze the impact of immigrants from an economic, political and cultural point of view.

5. Students will be able to evaluate the contributions of Chicanas in agri-business and the important role it has played in the economy of this country.

6. Students will value the guaranteed rights and responsibilities and give reasons for the importance of being familiar with these guaranteed rights.

7. Students will value the contributions of Chicanas in the Chicano movement and Chicano organizations.

ENRICHMENT ACTIVITIES

1. Diorama of outstanding historical events in the life of the Chicana.
2. Design a game like tic-tac-toe or charades, matching events to personality or movements to heroines; role play with cue cards; guess-who, where, what period of time?
3. Write a corrido (ballad). Students listen to corridos to identify their characteristics, to select the music they like, to make a list of all the good points they want to bring out and the badpoints in order to keep it balanced. Write sentences out of the words fitting them to the music.
4. Macrame, in the shape of displays or hanging theatres, historical or outstanding events.
5. Make mobiles depicting outstanding historical events for Chicanas.
6. Make a series of drawings or paintings depicting Chicana history.
7. Poster boards can be changed on a weekly basis showing the Chicana experience.
8. Students can participate in making a collage of "La Chicana."
9. Events in history can be narrated or improvised using puppets.
10. Dramas or plays can be written by the students to depict an event in Chicana history.
11. Write a soap opera, role play it.
12. Plan a variety show.
13. Plan a debate or panel discussion in which community members can participate.
14. Plan a colloquium, taught by peers, to teach elementary students analytical skills in order to evaluate public media, literature, magazines, television programs, and films.
15. Plan a school program based on historical events that have featured the Chicana.
16. Plan a panel discussion of "outstanding contemporary Chicanos in your community" to be presented in your school. Select guest speakers, invite them and present the program in an open-school forum.

17. Plan a young-women's conference covering such topics as history, social movements, and social services. Divide into committees to secure sponsors, plan a list of workshops and presenters, secure area or rooms where workshops will be presented, select a publication's committee.

18. Plan a "Jamaica" for a particular historical celebration, centering around sharing of one's culture and heritage as Chicanas.

19. Form a Chicana club to activate members to political and service roles in the community.

20. Keep a journal of one's experience as a Chicana. Concentrate on who or what inspires one to improve oneself, inter-relationships in school, home and community, possible areas of conflict in one's value system and the school; problems that the Chicana must surmount in order to become the best person possible.

21. Prepare a large school calendar, to be displayed publicly, showing historical events and outstanding contributions made by "People of the Land" in Mexico and the United States of America. Refer to such calendarios as "El Calendario Chicano 1978 (Southwest Network), Calendario de Marcha 1978 (Movimiento Artistico Chicano), Calendario 1978 (Estudios Graficos) for guidance and include research completed in local community.

22. Plan and paint a mural to be displayed in a public place portraying the Chicano experience.

23. Take a survey of the community to assess their favorite TV programs, favorite films or theatres, favorite music, favorite newspapers and magazines. Compile these findings and utilize them as a means of communication.

24. Prepare a documentary on the "Chicana Experience" to be shown to a general public. Use a multi-media approach, slides, tape recorder, posters, dramatization, and home-made films.

25. Plan a recital of Chicano works inviting local Chicano literary figures as well as students to share their literary works with others.

26. Prepare and publish a periodical or newsletter with historical, literary, and general information of interest to Chicanas.

27. Prepare a "Talent Show" of Chicanas. It can become the ground-roots for a Chicano theatre group within your community.

28. Documentation of oral history is a very effective way to understand the Chicano heritage. After becoming familiar with the techniques of recording oral history, interview elderly relatives, local senior citizens who can describe the life-style and historical events with which they were familiar with. Be ready to share this experience with classmates.

29. Trace the economic evolution from 1848 to the present, using two families, either hypothetical or real. One can be Mexico-American and the second one Anglo. Examine how economic deprivation shaped the lives of females in those families and determine what differences existed.

30. Devise a survey questionnaire to include the Chicano's perceptions of the Anglo society, the Chicano culture, institutions and the Chicanas' role within their community. Distribute survey and compare the findings to recent studies such as Carmen Tafolla's NIE publication. Share or publish these findings.

31. Design a project of your own creation to be discussed, agreed upon, and contracted with instructor.

CHAPTER II

EDUCATION AND THE CHICANA

INTRODUCTION

In the section dealing with education, the Chicana will be able to comprehend the reasons for the Chicana's low educational achievement and how this low achievement is related to her traditional sex role and occupational role. Other factors contributing to this are familial expectations and the inadequacies of the educational system.

OVERALL OBJECTIVES

The Chicana will gain a perspective on how the curricula and educational institutions contribute to her low achievement. She will then become aware of alternative educational plans, opportunities, and financial resources. She will also become familiar with the factors shaping sex roles and occupational roles.

Ultimately, it is hoped the Chicana will see the relationship between education and occupational choices and family's educational level. The Chicana will then take an aggressive stance in defining her educational goals.

CHAPTER II

EDUCATION AND THE CHICANA

TOPICAL OUTLINE

I. Overview of the educational achievement of Chicanas

  A. Topics:

    1. Community survey of educational achievement

    2. Identify "bottlenecks"

    3. Economics

    4. Alternative education

    5. Chicanas and higher education

    6. Access to participation in higher education

  B. Required Readings:

    1. U. S. Government. "Spanish Women" Chapter 14, A Statistical Portrait of Women in the U. S. Washington, D. C.: Government Printing Office, March, 1975.

    2. Reports on Mexican American Education in the Southwest. Washington, D. C.: Government Printing Office, March, 1972.

    3. Chicano Alternative Education. Haywood, California: Southwest Networks.

    4. Romano, Octavio I. "Notes on the Modern State," Voices. Berkeley, California: Quinto Sol Publications, 1973.

  C. Suggested Readings:

    1. Lopez, Ronald and Darryl D. Enos. Chicanos and Public Higher Education in California. Report Prepared for California Legislature, Joint Committee on the Master Plan for Higher Education, December, 1972.

    2. Macias, Reynaldo, Juan Gomez Quiñones and Raymond Castro. "Objectives of Studies," Epoca. Vol. 1, No. 6, Winter, 1971.

  D. Films:

    1. "The Woman's Film," San Francisco Newsreel, 1232 Market Street, San Francisco, California 94102.

II. Roles of Women - Series of crisis for the Chicana

A. Topics:

1. Occupational roles

2. Sex roles

B. Required Readings:

1. Lynn, David B. "The Process of Learning Parental and Sex Role Identification," *Journal of Marriage and the Family*. Vol. XXVIII, November, 1966.

2. Murillo, Nathan. "The Mexican American Family," *Chicanos: Social and Psychological Perspectives*. St. Louis, Missouri: The C. V. Mosby Co., 1971.

3. Goodman, Mary Ellen and Alma Beman. "Child's Eye-View of Life in an Urban Barrio." In Nathaniel Wagner and Marsha J. Haug, eds.: *Chicanos: Social and Psychological Perspectives*. St. Louis, Missouri: The C. V. Mosby Co., 1971.

C. Suggested Readings:

1. Vener, Arthur M. and Synder. "The Preschool Child's Awareness and Anticipation of Adult Sex Roles," *Sociometry*. 29 June 1966.

2. Nortley, Ruth E. "Children Concepts of Male and Female Role," *Merril Palms Quarterly*. January, 1960.

III. Patterns of Social Interaction of *La Chicana*

A. Topics:

1. Relationship to the family: *Abuelitos*, *los niños*, *tia grande*

2. Male-female relationships

3. Adulthood relationships

4. Role of school environment in influencing social interaction

5. Definition of *Macho* and *Hembra*

6. The educational system versus the Chicano culture

B. Required Readings:

1. Buford and Brymer. "Differential Socialization of Latin and Anglo American Youth - An Exploratory Study of the Self Concept." In John H. Burma, ed.: _Mexican Americans in the United States_. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

2. Rubel, A. J. "Perceptions of Social Relations: A Comparative Analysis." In John H. Burma, ed.: _Mexican Americans in the United States_. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

3. Rubel, A. J. "The Family." In John H. Burma, ed.: _Mexican Americans in the United States_. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

4. Cotera, Martha. "Que Sere...Siendo Chicana? The Chicana and the Future," _Profile of the Mexican American Woman_. Las Cruces, New Mexico: ERIC/CRESS, 1976.

C. _Suggested Readings_:

1. Terrones, Ed. "Some Thoughts of a Macho on the Chicana Movement," _Agenda_. Vol 7, No. 6, December, 1977.

2. Molina de Pick, Garcia. "Reflexiones Sobre el Femenismo y la Raza," _Regeneración_. Vol. 2/4, Washington, D. C.: National Council de la Raza, 1975.

3. Vasquez, Enriqueta L. "Soy Chicana Primero." In Dorinda Moreno, ed.: _La Mujer - En Pie de Lucha_. Mexico, D. F.: Espina del Norte Publications, 1973.

IV. Alternative Training and Development

A. _Topics:_

1. Occupational roles versus social roles

2. Survey of institutionalized educational programs

    a. Elementary

        (1) Bilingual-bicultural programs

        (2) Nonsexist curriculum

        (3) Culturally relevant curriculum

        (4) Models for Chicanas

    b. Junior high and high schools

        (1) Culturally relevant curriculum

        (2) Community based curriculum

    - (3) Counseling
    - (4) Career awareness and training
    - (5) Models for Chicanas

  - c. Colleges and universities
    - (1) Ethnic studies
    - (2) Bilingual-bicultural education programs
    - (3) Social services training
    - (4) Social welfare system

B. Required Readings:

1. Parsons, Talcott. Family Socialization and Interaction Process, Glenco, Illinois: Free Press, 1955.

2. Samora, Julian and William V. D'Antonio, "Occupational Stratification in Four Southwestern Communities." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, MA: Schenkman Publishing Co., Inc., 1970.

3. Cotera, Martha. "Chicanos and Feminism," Profile of the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976.

C. Suggested Readings:

1. Cotera, Martha. "Roles," The Chicana Feminist. Austin, Texas: Information Systems Development.

2. Fogel, Walter. "Education and Incomes of Mexican Americans in the Southwest," UCLA Study Project Advance Report I, 1965.

3. Nava, Julian. "Cultural Backgrounds and Barriers that Affect Learning of Spanish Speaking Children." In John H. Burma, Ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

4. De Leon, Marcos. "Statement of Philosophy and Policy as They Pertain to the Acculturation and Education of the Mexican American." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

5. Ramirez, A. R. "Adult Illiteracy." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

6. NEA Tucson Survey. "The Invisible Minority." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

7. Rodriguez, Armando M. "Speak-Up Chicano." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

V. Training Sites for Chicanas

A. Topics:

1. Areas of concentration

2. Alternative training opportunities

B. Required Readings:

1. U. S. Government. "Spanish Women" Chapter 14, A Statistical Portrait of Women in the U. S. Washington, D. C.: Government Printing Office, March, 1975.

2. Peñalosa, Fernando and E. C. McDonagh. "Social Mobility in a Mexican American Community." In Nathaniel Wagner and Marsha J. Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

3. Sanchez, Corinne. "Chicanas in Higher Education," Encuentro Femenil I. Spring, 1973.

4. Anderson, James G. and Dwight Safar. "The Influence of Differential Community Perceptions on the Provision of Equal Educational Opportunities." In Nathaniel Wagner and Marsha J. Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

C. Suggested Readings:

1. Diaz, Roberto Perez. "La Pedagogia en el Barrio," Agenda. December 1977.

2. Ramirez, A. R. "Adult Illiteracy." In John H. Burma, ed. Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

3. Ramirez, Manuel III, Clark Taylor, Jr., and Barbara Peterson. "Mexican-American Cultural Membership and Adjustment to School." In Nathaniel Wagner and Marsha J. Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

VI. Chicana Organizations

A. Topics:

1. Role of students in promoting culturally relevant educational programs.

2. Student organizations
   Local - secondary education
   College

3. Political organizations
   History
   Role of Chicanas

4. Chicana oriented organizations
   National, state and local level

B. Required Readings:

1. Shockley, J. S. Chicano Revolt in a Texas Town. Notre Dame: University of Notre Dame Press, 1974.

2. Acuña, Rodolfo. Occupied America: The Chicano Struggle Toward Liberation. San Francisco, California: Canfield Press, 1972.

3. Cotera, Martha. "Chicana Organizations," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976.

4. Saavedra-Vela, Pilar. "Hispanic Women in Double Jeopardy," Agenda. Washington, D. C.: National Council de la Raza.

5. Rivera, Feliciano and Matt S. Meier. The Chicanos: Mexican American Voices, A History of Mexican Americans. New York, New York: Hill and Wong, 1972.

6. Pinchat, Jane. The Mexicans in America. Minneapolis, Minn.: Lerner Publications, 1973.

7. Aztlan: Journal of the Social Sciences, Vol. 1, No. 1, Spring, 1970. [entire issue]

8. Newton, Clarke. Famous Mexican Americans. New York, New York: Dodd, Mead and Co., 1972.

9. Ludwig, E. and James Santibañes, eds. The Chicanos: Mexican American Voices. Baltimore, Md.: Penguin Book Co., Inc., 1970.

10. Cotera, Martha. "Resolutions Passed in Chicana Conferences in the U. S., 1970-75," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976.

11. Cotera, Martha. The Chicana Feminist. Austin, Texas: Information Systems Development.

2

VII. Efforts to Educate Chicanas

A. Topics:

1. Devastating problems facing the Chicano(a) student today.

2. The court's role in upgrading the educational opportunities of minorities

3. Public schools foster a negative self-concept in Chicanos

4. The Chicano values, learning, and education

B. Required Readings:

1. Carter, Thomas P. Mexican Americans in School, A History of Educational Neglect. Princeton, N. J.: College Entrance Examination Board, 1970.

2. Rivera, Tómas. ...Y No se lo Tragó la Tierra. Berkeley, California: Quinto Sol Publications, 1971.

3. "The Education of Mexican Americans." In Edward Ludwig and James Santibañes, eds.: The Chicanos: Mexican American Voices. Baltimore, Md.: Penguin Book Co., Inc., 1970.

4. Acuña, Rodolfo. A Mexican American Chronicle. San Francisco, California: Canfield Press, 1972.

5. Hernandez, Deluvina. "Mexican American Challenge to a Sacred Cow," Aztlan, 1970.

6. Moore, Joan W. Mexican Americans. Englewood, N. J.: Prentice-Hall, Inc., 1970.

7. Valverde, Leonard A. Segregation, Desegregation and Resegregation of the Spanish Surname Student in the United States. A Report to the National Institute of Education. Washington, D. C.: Government Printing Press, August 1976.

8. U. S. Government. "Spanish Women" Chapter 14, A Statistical Portrait of Women in the U. S. Washington, D. C.: Government Printing Office, March, 1975.

9. Cotera, Martha. "Chicana Achievements in Education," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976.

10. Candelaria, Cordelia. "The Future of Bilingual Multicultural Education," Agenda. Vol. 7, No. 2, April 1977.

11. Krear, Serafina E. "The Role of the Mother Tongue at Home and at School in the Development of Bilingualism." In Nathaniel Wagner and Marsha J. Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

12. Sanchez, Geo. I. "Bilingualism and Mental Measures--A Word of Caution." In Nathaniel Wagner and Marsha J. Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

C. Suggested Readings:

1. Rivera, Feliciano and Matt S. Meier. "We're Supposed to Believe We're Inferior," The Chicanos: Mexican American Voices, A History of Mexican Americans. New York, New York: Hill and Wong, 1972.

2. Gutierrez, Armando G. and Herbert Hirsch. "Political Maturation and Political Awareness: The Case of the Crystal City Chicano," Aztlan. Spring and Fall 1974.

3. Mason, Evelyn P. "Cross Validation Study of Personality Characteristics of Junior High Students from American Indian, Mexican and Caucasian Ethnic Backgrounds." In Nathaniel Wagner and Marsha J. Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

4. Ramirez, Manuel III. "The Relationship of Acculturation to Educational Achievement." In Octavio I. Romano, ed.: Voices. Berkeley, California: Quinto Sol Publications, 1973.

5. Ortega, Frank. "Special Education Placement and Mexican Americans." In Octavio I. Romano, ed.: Voices. Berkeley, California: Quinto Sol Publications, 1973.

6. Nava, Julian. "Cultural Backgrounds and Barriers that Affect Learning by Spanish Speaking Children." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

OUTLINE OF CONCEPTS

I. Overview of "scenario" for the educational achievement of Chicanas

   A. Objective 1

      After a teacher presentation on the educational achievement of Chicanas, the students will be able to survey their immediate community.

      1. Activities

         a. Teacher will present demographic data comparing the educational achievement of Chicanos to other ethnic groups.

         b. The students will be able to devise a questionnaire to be distributed within the community to measure the educational achievement, desire to continue or re-enter educational institutions to get a GED, or vocational training. Availability of resources and facilities will be checked.

         c. Each student interviews five people in the neighborhood, filling out questionnaires. With the assistance of the teacher, students will compile responses to questionnaires and identify possible "bottle necks" in the overall educational achievements of Chicanas.

         d. In a group students will interpret findings and consider the economic conditions of the Chicano population, its low educational achievement, and identify racial problems and pose possible solutions.

         e. Students will interview at least three classmates to ascertain the areas of interest to the students, the classes they most often attend or cut. Data is compiled and a curriculum counseling model is drawn by the students considering "What School is Like" and "How I Would Like it to be."

      2. Materials

         a. United States Government. "Spanish Women" Chapter 14, A Statistical Portrait of Women in the U. S. Washington, D. C.: Government Printing Office, 1975, pp. 76-82.

         b. U. S. Commission on Civil Rights Reports on Mexican American Education in the Southwest (1968-1974). Washington, D. C.: Government Printing Office, March, 1972.

c. "The Woman's Film" San Francisco Newsreel, 1232 Market Street, San Francisco, California 94102.

3. Expected Outcomes

a. Students will become familiar with the low educational achievement of Chicanos(as) and will identify possible causes including irrelevant curricula, textbooks, and institution's inability to respond to the needs of a culturally and linguistically different society.

B. Objective 2

After a teacher presentation on alternative educational programs, the students will be able to draw up an educational plan which would include career awareness and career orientation.

1. Activities

a. The teacher will present an alternative educational program or programs. Working in groups, students will be able to draw up an educational plan which would include career awareness and career orientation as well as ethnic studies' mini-courses.

b. The students will seek community support in order to present their plan to the school board.

2. Materials

a. Romano, Octavio I. "Notes on the Modern State," Voices. Berkeley, California: Quinto Sol Publications, 1973.

b. Chicano Alternative Education, Southwest Network, 1020 B. Street, Hayward, California, 94541.

3. Expected Outcome

There will be an awareness of the possibilities of alternative educational plans, adaptability of relevant school programs, and the possibility of using the educational system for better educational ends.

C. Objective 3

After a brief teacher presentation on demographic data showing participation of Chicanas in education, the students will invite a counselor to give a presentation on educational opportunities and financial aid for low-income students and sponsor a series of workshops on "Career Awareness."

1. Activities

   a. The teacher will present demographic data showing Chicanas in higher education and professional fields. The counselor will give a presentation on educational opportunities and financial aid for low-income students.

   b. Students sponsor a series of workshops on "Educational Opportunities" and invite guest speakers from the community to present an overview of various professional fields. Conference will be open to all other students and community members.

2. Materials

   a. Lopez, Ronald and Darryl D. Enos. Chicanos and Public Higher Education in California. Report prepared for California Legislature, Joint Committee on the Master Plan for Higher Education, December, 1972.

   b. Macias, Reynaldo, Juan Gomez-Quinones and Raymond Castro. "Objectives of Chicano Studies," EPOCA. Vol. 1, No. 6, winter, 1971, pp. 31-35.

3. Expected Outcome

   There will be an awareness of the various ways to finance higher education plans and an awareness of how career knowledge can assist the students in planning.

II. Roles of Women - Series of Crisis. Chicanas have a difficult time in role definition for they are caught in the middle of family expectations, school programs in dissonance with cultural background, and few role models to follow.

A. Objective 1

After a brief introduction of role definition and the sex and occupational roles of Chicanas, the students will be able to discuss their model or that person who has most influenced their role definition.

1. Activities

   a. The teacher will define role definition and the factors affecting it, occupational roles of Chicanas and sex roles in general.

   b. Students will discuss the person or model influencing their sex role definitions.

c. Students will keep a career journal including such things as long term goals and short term goals, career objectives, and various models.

2. Materials

Required Readings:

a. Vener, Arthur M. and Snyder. "The Preschool Child's Awareness and Anticipation of Adult Sex Roles," Sociometry. Vol. 29, June 1966, pp. 1159-1168.

b. Lynn, David B. "The Process of Learning Parental and Sex Role Identification," Journal of Marriage and the Family. Vol. XXVIII, November, 1966, pp. 466-470.

c. Nortley, Ruth E. "Children's Concepts of Male and Female Role," Merrill Palms Quarterly. January 6, 1960, pp. 83-91.

d. Murillo, Nathan. "The Mexican American Family." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 97-108.

e. Goodman, Mary Ellen and Alma Beman. "Child's Eye-View of Life in an Urban Barrio." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 109-122.

3. Expected Outcome

a. Students will become familiar with factors affecting the identification of sex roles, occupational roles and the importance of models.

III. Patterns of Social Interaction of La Chicana

A. Objective 1

After an overview on socialization patterns of the Chicana, the students will be able to interview community members and analyze the patterns of social interaction of the Chicana.

1. Activities

a. Teacher will present a general overview of the socialization of the Chicana.

Relationship to the family
- Attitude towards children
- Attitude towards teenagers
- Attitude towards elderly

Male-female relationships
- Tertulias
- Tamalladas
- Despedidas
- Pachangas
- Bodas
- Quinceaneras

Adulthood
- Friends (vecinas)
- Close friends
- Compadres and comadres

Role of school environment in influencing social interaction.

b. Working in groups the students will define the family relationship of the following:

Abuelita and abuelito

Los niños

La Tía Grande

c. If the term "macho" is accepted as synonymous with "honor," with the acceptance of responsibility, and with keeping one's word with bravery," can you find examples of this in macho-hembra relationships?

d. What other connotations does macho have, that is, "Se cree muy Macho"

e. If the term hembra is accepted as the counterpart of macho and describes "a woman of strong will, dignity, and courage who can stand on her two feet," can you find examples of such women within your community?

f. Discuss and prepare a position paper on Enriquete Longeaux y Vasquez and her concept of Chicana Feminism: "One of the greatest strengths of la Raza is [their] understanding and [their] obedience to nature, its balance and creation...it takes a male and a female to make a whole....This basic need for each other is the total fullfillment of beauty in its most creative form."

2. Materials

Required Readings:

a. Buford and Brymer. "Differential Socialization of Latin and Anglo American Youth - An Exploratory Study of the Self-Concept." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 411-426.

b. Rubel, A. J. "Perceptions of Social Relations: A Comparative Analysis." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 255-266.

c. _________. "The Family." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 211-214.

d. Cotera, Martha. "Que Sere ... Siendo Chicana? The Chicana and the Future." Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 197-201.

e. Terrones, Ed. "Some Thoughts of a Macho on the Chicana Movement," Agenda, Vol. 7, No. 6, December 1977.

f. Molina de Pick, Gracia. "Reflexiones Sobre el Femenismo y la Raza," Regeneracion. Vol. 2/4, Washington, D.C.,1975.

g. Vasquez, Enriqueta L. "Soy Chicana Primero," In Dorinda Moreno, ed.: La Mujer - En Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973.

3. Expected Outcomes

a. After analyzing the socialization patterns of the Chicana, the students will define macho and hembra.

B. Objective 2

After the analysis of the social interaction of Chicanas, the students will be able to analyze the educational system and identify possible conflicts and possible solutions.

1. Activities

a. Analyze the educational system and its goals and objectives. How do these goals and objectives compare to the Chicano concepts discussed above? Can you identify conflicts?

b. In a table discussion format, discuss issues and prepare a list of proposed resolutions to these conflicts. Share your views with community leaders.

2. Expected Outcome

   a. Students will analyze the educational system and will try to define solutions to conflicts within the Chicano culture.

IV. Alternative training and development. If the present educational system has failed minority women and men, what needs to be changed?

A. Objective 1

After discussing the various occupational and social roles of Chicanas, the students will be able to identify discrepancies in responsibilities, expectations, and performance.

1. Activities

   a. In a debate, discuss the differences in occupational roles and social roles held by Chicanas. Are there any discrepancies in responsibilities, expectations, performance? Why?

2. Materials

   a. Parsons, Talcott. Family Socialization and Interaction Process. Glenco, Illinois: Free Press, 1955.

   b. Samora, Julian and William V. D'Antonio. "Occupational Stratifications in Four Southwestern Communities." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 363-375.

3. Expected Outcome

   Students will begin to analyze the occupational and social roles and define their own.

B. Objective 2

Students will be able to develop research skills by surveying various areas of the city to identify what roles the Chicana has as determined by income.

1. Activities

   a. Working in groups, research various neighborhoods in your city to identify the occupational roles of Chicanas, educational level, and income. How are these factors related? Prepare a table to show it. Include in your survey questionnaire items like "occupations you would have liked to have had and reasons for failing to achieve these goals."

2. Materials

   a. Cotera, Martha. "Chicanos and Feminism," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 189-199.

   b. __________. "Roles," Chicana Feminist. Austin, Texas: Information Systems Development.

3. Expected Outcome

   Research skills will be developed to begin to update the data that is presented in news media, biased studies, etc.

C. Objective 3

Students will be able to identify educational training that would be relevant to Chicanas.

1. Activities

   a. Research educational institutions to identify occupational training that would be relevant to the Chicana and her cultural background.

      - Bringing up and teaching her bilingual-bicultural child
      - Caring for the elderly
      - Social Welfare System
      - Reform

   b. Compare the above findings in various institutions:

      - Community agencies
      - Community colleges
      - Public schools
        - High school
        - Junior High
        - Elementary
      - Early childhood
      - Institutions of higher learning

   c. Write a position paper on "Educational Changes Needed to Meet the Needs of Chicanas"

   d. Write letters to boards of directors of various institutions addressing the needs of the Chicano community and make suggestions as to ways in which these institutions can meet the needs of minority students.

   e. Approach community leaders and draw up a plan to inform the community about needed changes.

2. Materials

   a. Fogel, Walter. "Education and Incomes of Mexican Americans in the Southwest," UCLA Study Project Advance Report I. Los Angeles, California: University of California, 1965.

   b. Nava, Julian. "Cultural Backgrounds and Barriers that Affect Learning of Spanish Speaking Children." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 125-134.

   c. De Leon, Marcos. "Statement of Philosophy and Policy as They Pertain to the Acculturation and Education of the Mexican American." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 95-98.

   d. Ramirez, A. R. "Adult Illiteracy." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 99-102.

   e. NEA Tucson Survey. "The Invisible Minority." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 103-118.

3. Expected Outcome

   Students will link educational training to occupations, to family education, and to community goals.

D. Objective 4

Students will be able to draw up a "degree plan" in order to prepare themselves for their chosen careers.

1. Activities

   a. Working individually, project as many occupations that you would like to consider and outline the types of junior high and high school courses that would be relevant to those career choices.

b. Make a plan (timeline) of the type of activities you will be engaged in on a yearly basis for the next 10 years. How are these activities going to help you accomplish your occupational goals?

2. Expected Outcome

Students will begin planning and projecting for their future careers.

E. Objective 5

Students will be able to evaluate the sensitivity of the educational system in meeting the needs of those who "apply pressure."

1. Activities

a. Research various plans of study and courses offered at various junior highs and high schools in your area or city. Do you find any differences? Why?

b. What types of courses or programs do you see your barrio needing in elementary, junior high and high schools? Share your views with other community people and representatives. Present a petition to the board.

c. In a panel discussion format discuss "The Role of the School in Assisting Chicanas and other Individuals to Define Their Roles."

2. Materials

Rodriguez, Armando M. "Speak-Up, Chicano." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

3. Expected Outcomes

a. Students will begin realizing the importance of community action in bringing about change.

b. Students will begin to attempt to influence policy makers to meet the needs of all students.

V. Training Sites for Chicanas

A. Objective

The students will be able to relate job opportunities to concentration of minority people in certain areas of employment, compile community resources, and print them in a resource book.

1. Activities

   a. Working in small groups, the students will be able to discuss:

      - In the data compiled in the previous section, in what areas were minorities concentrated? Why?

      - Attempt to relate these areas of concentration to:

        - Economics
        - Educational opportunities
        - Job market availability
        - Affirmative Action plans

   b. Find out about alternative training sites in your area compiling a list including funding sources and fees, local address and telephone, local representatives and type of training available.

   c. Prepare a bilingual directory including educational, social service organizations in your area (include above information) to be distributed to community members.

   d. Contact local media to announce the availability of the community resource directory to those people in your community that could benefit from these services.

2. Materials

   a. U. S. Government. "Spanish Women" Chapter 14, A Statistical Portrait of Women in the U. S. Washington, D. C.: Government Printing Office, March 1975, pp. 76-82.

   b. Peñalosa, Fernando and E. C. McDonagh. "Social Mobility in a Mexican American Community." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 85-94.

   c. Sanchez, Corinne. "Higher Education Y La Chicana," Encuentro Feminil. Vol. 1, No. 1, May 1973.

   d. Diaz, Roberto Perez. "La Pedagogia en El Barrio," Agenda. Vol. 7, No. 6, Nov./Dec. 1977, pp. 24-27.

e. Ramirez, A. R. "Adult Illiteracy." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

f. Anderson, James G. and Dwight Safar. "The Influence of Differential Community Perceptions on the Provision of Equal Educational Opportunities." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St Louis, Missouri: The C. V. Mosby Co., 1971, pp. 244-252.

3. Expected Outcomes

a. Students will have the right perspective on "selected" areas of employment versus "a fuerza."

b. Students will concentrate on outside forces. Students will become familiar with alternative educational opportunities and compile and disseminate this information.

VI. Chicana Organizations

A. Objective 1

The students will be able to discuss the important role of students in promoting educational programs with more relevance to their experiences.

1. Activities

a. Working in small groups or through a panel discussion the students will be able to discuss the role of students in promoting culturally relevant educational programs.

- Crystal City and the Walkout of 1969
- MAYO
- Other high school walkouts
- Demonstrations from other local student organizations

b. After making a list of the demands made by various organizations, the purpose and reason for formation, and the actions of organizations, compare their similarities and differences in various school walkouts. Which was a more effective way in which to meet the goals and objectives? Why?

2. Materials

   a. Shockley, J. S. Chicano Revolt in a Texas Town. Notre Dame, Indiana: University of Notre Dame Press, 1974, pp. 232-244.

   b. Acuña, Rodolfo. Occupied America: The Chicano Struggle Toward Liberation. San Francisco, California: Canfield Press, 1972, pp. 233-237.

   c. Cotera, Martha. "Chicana Organizations," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 181-188.

   d. Saavedra-Vela, Pilar. "Hispanic Women in Double Jeopardy," Agenda. Vol. 7, No. 6, Nov./Dec. 1977, pp. 4-7.

B. Objective 2

The students will be able to compare the strategies and objectives of student organizations in high schools as compared to college.

1. Activities

   a. Research the following student college organizations:

      - MECHA
      - BROWN BERETS
      - United Mexican American Students
      - NOMAS
      - MASC
      - LOMAS

   b. Compare their objectives to the objectives of high school organizations. Identify the strategies used and the role of Chicanas in meeting objectives.

C. Objective 3

The students will be able to compare political organizations to Chicana organizations.

1. Activities

   a. Survey history of political organizations, identify the strategies in meeting their objectives, their successes. Take a close look at the role of Chicanas within these organizations:

- MAPA
- PASSO
- Corky Gonzalez and his Crusade for Justice
- Jose Angel Gutierrez and La Raza Unida
- Viva Kennedy Clubs

b. Document the role of Chicanas within these political organizations.

c. Research national, local groups that are Chicana oriented:

National: MANA (Mexican American Women's National Association)

Local: Colorado - HEMBRA
Texas - MUJERES UNIDAS
- MABPA (Mexican American Business and Professional Women Association)

e. What are the goals of such organizations? Analyze the resolutions passed by women's conferences. How many of the outlined problem areas have been addressed? Why?

f. Write a position paper on "Chicanas in a Power Structure"

2. Materials

MAPA:

a. Rivera, F. and Matt S. Meier. The Chicanos: Mexican American Voices, A History of Mexican Americans. New York, New York: Hill and Wong, 1972, pp. 247-249.

b. Pinchat, Jane. The Mexicans in America. Minneapolis, Minn.: Lerner Publications, Inc., 1973, pp. 54-55.

c. Aztlan. Journal of the Social Sciences, Spring 1970, pp. 66-68.

PASSO:

d. Acuña, Rodolfo. Occupied America: The Chicanos Struggle Towards Liberation. San Francisco, California: Canfield Press, 1972, pp. 223-224.

e. Newton, Clarke. Famous Mexican Americans. New York, New York: Dodd, Mead and Co., 1972, pp. 175-176.

f. Pinchat, Jane. The Mexicans in America. Minneapolis, Minn.: Lerner Publications, Inc., 1973, pp. 54-55.

g. Aztlan. Journal of the Social Sciences, Spring 1970, pp. 70-71.

CRUSADE FOR JUSTICE:

h. Film: "Yo Soy Joaquin"

i. Ludwig, E. and James Santibañes, eds. The Chicanos: Mexican American Voices. Baltimore, Md.: Penguin Book Co., Inc., 1970.

j. Newton, Clarke. Famous Mexican Americans. New York, New York: Dodd, Mead and Co., 1972, pp. 164-167.

k. Acuña, Rodolfo. Occupied America: The Chicano Struggle Towards Liberation. San Francisco, California: Canfield Press, 1972, pp. 241-243.

RAZA UNIDA:

l. Shockley, John S. Chicano Revolt in a Texas Town. Notre Dame, Indiana: University of Notre Dame Press, 1974.

m. Ludwig, E. and James Santibañes, eds. The Chicanos: Mexican American Voices. Baltimore, Mc.: Penguin Book Co., Inc., 1970, pp. 276-279.

n. Newton, Clarke, Famous Mexican Americans. New York, New York: Dodd, Mead and Co., 1972, pp. 176-179.

o. Acuña, Rodolfo. Occupied America: The Chicanos Struggle Towards Liberation. San Francisco, California: Canfield Press, 1972, pp. 233-237.

KENNEDY CLUBS:

p. Acuña, Rodolfo. Occupied America: The Chicanos Struggle Towards Liberation. San Francisco, California: Canfield Press, 1972, pp. 223-224.

q. Rivera, Feliciano and Matt S. Meier. The Chicanos: Mexican American Voices, A History of Mexican Americans. New York, New York: Hill and Wong, 1972, p. 248.

Required Readings:

r. Cotera, Martha. "Chicana Organizations," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 219-221.

s. Saavedra, Pilar. "Hispanic Women in Double Jeopardy," Agenda. Vol. 7, No. 6, Nov./Dec. 1977, pp. 4-7.

t. Cotera, Martha. Resolutions Passed in Chicana Conferences in the U. S., 1970-75, Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 222-262.

u. ___________. The Chicana Feminist. Austin, Texas: Information Systems Development, p. 9.

3. Expected Outcomes

a. Students will become familiar with Chicano organizations, strategies, goals, and objectives.

b. Students will recognize the important role of Chicanas within these male dominated organizations and the need to form Chicana-oriented organizations.

D. Objective 4

The students will be able to form a Chicana organization to give recognition to outstanding Chicano(a) students, scholarships, and promote Chicana oriented activities within the school.

1. Activity

a. Get together a small group of Chicanas, seek a sponsor for a Chicana organization within your school. Write a charter, outline yearly activities, seek the help of community members in reaching your goals and objectives.

2. Outcome

a. Students will learn organizational skills, work towards their goals and objectives in an acceptable setting, and learn leadership roles.

VII. Efforts to Educate Chicanas

A. Objective 1

The students will be able to analyze the educational system with which they are most familiar and identify efforts made to meet the educational needs of all students.

1. Activities

   a. Working in groups the students will identify the most devastating problems facing the Chicano student today.

   b. Students prioritize and research the following:

      - Educational programs are irrelevant
         - curriculum
         - instruction

      - Segregated Schools
         - Compare educational programs
         - Staffing patterns
         - Teachers - experience, sex, certification, median age and educational efforts within the last three years.
         - Counseling services
           Ratio to students
           Ethnicity, etc.
           Job description
         - Discrimination
           Classroom
           Sports
           Counseling
           Honorary organizations
         - Dropouts
           Efforts to address problems
           Efforts to meet student's needs
           Efforts to individualize education
         - Values and conflicts
         - Self-image

   c. In a panel discussion consider the issues segregation, desegregation, re-segregation

2. Materials

   a. Carter, Thomas P. Mexican Americans in School, a History of Educational Neglect. Princeton, New Jersey: College Entrance Board, 1970.

   b. Rivera, Tómas. ...Y No se Lo Tragó La Tierra. Berkeley, California: Quinto Sol Publications, 1971, pp. 30-35.

   c. Acuña, Rodolfo. Occupied America: The Chicano Struggle Towards Liberation. San Francisco, California: Canfield Press, 1972.

   d. Salinas, Guadalupe. "Mexican Americans and the Desegregation of Schools in the Southwest," Voices. Berkeley, California: Quinto Sol Publications, Inc., 1973, pp. 366-384.

e. Acuña, Rodolfo. A Mexican American Chronicle. San Francisco, California: Canfield Press, 1972.

f. Valverde, Leonard. "Segregation, Desegregation, Resegregation," A Report to NIE, August 1972.

3. Expected Outcome

a. Students take a close look at the educational system in order to analyze areas of strengths and weaknesses in meeting needs of students.

B. Objective 2

The students will be able to recognize the important role of the courts in upgrading the educational opportunities of bilingual-bicultural children in America.

1. Activities

a. Familiarize yourself with major federal cases which upgraded the educational opportunities of the Chicano. Request materials from the Mexican American Legal Defense Fund (MALDEF), or if there is a local office in your city, invite one of their lawyers to come and address the class.

b. Working in small groups, research areas of educational achievement of Chicanos and Chicanas and compare them to other ethnic groups.

- Consider student enrollment in the last 10 years.

- Median years of schooling for each group.

- Dropout rate
  - Compare numbers of Chicanos and Anglos enrolled in first grade 10 years ago. Compare to the number of those who have graduated.
  - Compare your findings to recorded dropouts found in school records.
- Number of students graduating from high schools.
  - Planning further schooling
  - Receiving honors
  - Receiving Scholarships
  - Continuing their education

2. Materials

   a. Hernandez, Deluvina. Mexican American Challenge to a Sacred Cow. Los Angeles, California: Aztlan Publications, 1970.

   b. Moore, Joan. Mexican Americans. Englewood, New Jersey: Prentice-Hall, Inc., 1970.

   c. Films:

      "Cinco Vidas"
      "Felipa, North of the Border"
      "Is It Always Right to be Right"

3. Expected Outcome

   The students will be able to analyze the efforts of the courts to bring equal opportunities to all citizens.

C. Objective 3

The students will be able to recognize the importance of success in pre-school and elementary school to insure student's educational success in higher grades.

1. Activities

   a. In a debate discuss "The Effects of Headstart and Bilingual Education"

   b. Contact an officer from the Office of Child Development and National Council of La Raza, Washington, D. C., in order to request information and the latest reports on educational programs for the Chicano.

2. Materials

   a. U. S. Government. "Spanish Women" Chapter 14, A Statistical Portrait of Women in the U. S. Washington, D. C.: Government Printing Office, March, 1972.

   b. Cotera, Martha. "Chicana Achievements in Education," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 160-164.

   c. Candelaria, Cordelia. "The Future of Bilingual Multicultural Education," Agenda. Vol. 7, No. 2, Mar/April 1977, pp. 30-34.

d. Krear, Serafina E. "The Role of the Mother Tongue at Home and at School in the Development of Bilingualism." In Nathaniel Wagner and Marsha Haug, eds.: Chicanas: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

e. Anderson, James G. and Dwight Safar. "The Influence of Differential Community Perceptions on the Provision of Equal Educational Opportunities." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 244-250.

f. Sanchez, George I. "Bilingualism and Mental Measures." In Nathaniel Wagner and Marsha Haug, eds.: Chicanas: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

3. Expected Outcomes

a. The students recognize the importance of learning and achievement for young children in order for them to achieve in higher grades.

b. "Success Builds on Success"

D. Objective 4

The students will be able to analyze the importance of a positive self-concept among Chicanos in order to succeed in a competitive society.

1. Activities

a. Students form a panel discussion to discuss "Public schools foster a negative self-concept in Chicanos"

- Language difference
- Culturally irrelevant curricula, textbooks
- Poor or no Chicano models
- Irrelevant educational programs not meeting the needs of the community
- Poor educational programs
- Inadequate staffing

b. Through interviews do research in your community to document "How the Chicano Values Learning and Education."

c. Be aware of phrases like "Tiene escuela pero no tiene educacion."

2. Materials

a. Rivera, Feliciano and Matt S. Meier. "We're Supposed to Believe We're Inferior," The Chicanos: Mexican American Voices, A History of Mexican Americans. New York, New York: Hill and Wong, 1972.

b. Gutierrez, Armando G. and Herbert Hirsch. "Political Maturation and Political Awareness: The Case of the Crystal City Chicano," Aztlan: Chicano Journal of the Social Sciences and the Arts, Spring and Fall 1974.

c. Mason, Evelyn P. "Cross Validation Study of Personality Characteristics of Junior High Students from American Indian, Mexican and Caucasian Ethnic Backgrounds." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St Louis, Missouri: The C. V. Mosby Co., 1971.

d. Ramirez, Manuel III. "The Relationship of Acculturation to Educational Achievement." In Octavio I. Romano, ed.: Voices. Berkeley, California: Quinto Sol Publications, 1973.

e. Ortega, Frank. "Special Education Placement and Mexican Americans." In Octavio I. Romano, ed.: Voices. Berkeley, California: Quinto Sol Publications, 1973.

f. Nava, Julian. "Cultural Backgrounds and Barriers that Affect Learning by Spanish-Speaking Children," In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc. 1970.

3. Expected Outcome

a. By analyzing the forces influencing negative or positive self-concepts, the students will begin to analyze themselves and perhaps even re-assert themselves.

CHAPTER III

THE CHICANA AND SOCIETY: MOVEMENTS, INSTITUTIONS, STUDIES, MASS MEDIA

INTRODUCTION

This section will enlarge the Chicana's comprehension of herself and her role in the Chicano movement, her place in the mainstream of America, and the conflicts between the Chicana Feminist Movement and Women's Liberation. It will also examine the Chicana in her traditional role in the intimate sphere of her family.

OVERALL OBJECTIVES

The Chicana, upon completing this section, will be able to analyze the role of Chicanas in El Movimiente and have an appropriate perspective in defining the Chicano ideology. She will also be able to identify the social conditions which bar the Chicanas from entering the mainstream, the exploitive stereotypes, and the similarities which exist between the Chicana Feminist Movement and other minority women's movements.

Finally, the Chicana will realize the absolute necessity for a positive self-image.

CHAPTER III

THE CHICANA AND SOCIETY: MOVEMENTS, INSTITUTIONS, STUDIES, MASS MEDIA

TOPICAL OUTLINE

I. The Chicana in the Chicano Movement

A. Topics:

1. Ideology
2. El papel de la Chicana en el movimiento
3. Participation in equal rights and social justice

B. Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 160-195, 203-262.
2. Longauex Y Vasquez, Enriqueta. "La Chicana," Magazin. San Antonio, Texas: Vol. 1, No. 4, April, 1972, pp. 66-68.
3. Vidal, Mirta. Women: New Voice of La Raza, Chicanas Speak Out. New York, New York: Pathfinder Press, 1971.
4. Aguilar, Linda. "Unequal Opportunity and the Chicana," Civil Rights Digest. Washington, D. C.: U. S. Commission on Civil Rights, spring, 1973.
5. Regeneración. Vols. I, No. 10, Vols. II, No. 1, No. 2, No. 3.

II. Chicanas in the Mainstream of America

A. Topics:

1. The Chicana and her relationship to other ethnic groups.
2. Chicanas in the mainstream of America
    a. Economic
    b. Social
    c. Cultural

B. Required Readings:

1. Simmons, Ozzie G. "The Mutual Images and Expectations of Anglo-Americans and Mexican Americans." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 383-387.

2. U. S. Government. "Spanish Women," Chapter 14, A Statistical Portrait of Women in the U. S. Washington, D. C.: Government Printing Office, 1975.

3. World Almanac, 1950-70's.

4. U. S. Bureau of the Census. "Fact Sheet on the Chicana: General Social and Economic Characteristics," Report No. 7. California PC(I)-C Series, 1970.

5. La Luz, August 1972. [entire issue]

6. Moreno, Dorinda, ed. La Mujer - En Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973.

7. Fernandez, Raul. "The Political Economy of Stereotypes," Aztlan, Vol. 1, No. 2, fall 1970, pp. 39-45.

8. Tafolla, Carmen. "Las Hispanas." In Robert W. Terry and Nelson Vivian Jenkins, eds.: The Emergent Ethnic Minority Confronting Racism and Sexism. National Education Association, 1977.

C. Films:

1. "Cinco Vidas," Color 39 Minutes, NBC Channel 4, 3000 W. Alameda, Burbank, California 91505.

2. "Felipa, North of the Border," Color 20 Minutes, Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022.

III. Chicana Feminist Movement and Women's Liberation

A. Topics:

1. Conflicts

2. Similarities and differences

3. Other women's movements - a comparison

    a. Black

    b. Asian

    c. Indian

B. *Required Readings:*

1. Cotera, Martha. *Profile on the Mexican American Woman.* Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 174-177, 189-195.

2. Cotera, Martha. *The Chicana Feminist.* Austin, Texas: Information Systems Development, pp. 1-65.

3. Moreno, Dorinda, ed. *La Mujer - En Pie de Lucha.* Mexico, D. F.: Espina del Norte Publications, 1973.

4. Lurie, Nancy. "Indian Women: A Legacy of Freedom," *The American Way.* American Airlines, March 1973.

5. Tafolla, Carmen. "La Hispana." In Robert W. Terry and Nelson Vivian Jenkins, eds.: *The Emergent Ethnic Minority Confronting Racism and Sexism.* National Education Association, 1972.

6. Kim, Bok-lim. "Casework with Japanese and Korean Wives of Americans," *Social Casework.* Vol. 53, May 1971.

7. Cade, Toni, ed. *The Black Woman: An Anthology.* New York, New York: New American Library, 1970.

8. Doely, Sarah Bentley. *Women's Liberation and the Church: A New Demand for Freedom in the Life of the Christian Church.* Association Press, 1970.

9. "The American Woman," *Transaction*, Special Combined Issue, Vol. 8, No. 12, November/December 1970.

10. Ben, Sandra and Daryl. "Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work." (unpublished) Department of Social Psychology, Stanford University, 1971.

11. Morgan, Robin, ed. *Sisterhood is Powerful.* New York, New York: Vintage Books, 1970.

12. Welter, Barbara. *The Woman Question in American History.* New York: City University of New York, 1975.

C. Films:

"Mariana." Color 29 minutes, Contemporary Films, McGraw-Hill, 330 W. 42nd Street, New York, New York, 10036.

IV. La Chicana and La Familia

A. Topics:

1. Sex roles

2. Socialization Patterns

B. Required Readings:

1. Rubel, A. J. "Perceptions of Social Relations: A Comparative Analysis." In John Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 255-266.

2. Rubel, A. J. "The Family." In John Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 211-224.

3. Lozano, Anthony. "La Cultura Chicana Esencialmente Mexicana," Mañana, No. 1575, 1973, pp. 36-37.

4. Cotera, Martha. "La Chicana and La Familia," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 140-148.

5. Padilla, Amado M. "Psychological Research and the Mexican American." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 316-322.

6. Peñalosa, Fernando. "Mexican Family Roles," Journal of Marriage and the Family, November 1968.

7. Murillo, Nathan. "The Mexican American Family." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

V. Family Dynamics and Society

A. Topics:

1. Social forces and their effects on la familia

2. Racism and its effects on the familia and the Chicana

3. Stereotypes of Chicanos(as) in mass media

4. Forces of acculturation

5. Forces of assimilation

B. Required Readings:

1. Breiter, Toni. "The Welfare System: A Dangerous and Divisive Dilemma," Agenda, Vol. 7, No. 2, March/April, 1977.

2. Barcelo, Cosme J., Jr. and Toni Breiter. "Hispanics on Welfare - The Facts and Figures," Agenda, March/April 1977.

3. Saavedra, Pilar. "The Welfare System: New Promises of Reform," Agenda, March/April, 1977.

4. U. S. Commission on Civil Rights. Mexican Americans and the Administration of Justice in the Southwest. Washington, D.C.: Government Printing Office, March, 1970.

5. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 120-121, pp. 140-156.

6. Burma, John H., ed. Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

7. Wagner, Nathanial, Marsha J. Haug and Carrol A. Hernandez, eds. Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

8. Ludwig, Ed and James Santibanez, eds. The Chicanos: Mexican American Voices. Baltimore, Maryland: Penguin Book Co., Inc., 1970.

9. Raab, Early and Seymour Lipset. "The Prejudiced Society." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 5-17.

10. Terry, Robert W. and Vivian Jenkins Nelsen, eds.: The Emergent Ethnic Minority Confronting Racism and Sexism, National Educational Association, 1977.

11. Burma, John H. "Mexican Americans, Prejudice, Discrimination." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 455-462, pp. 55-62.

12. Martinez, Thomas M. "Advertising and Racism: The Case of the Mexican Americans." In Octavio I. Romano and Rios, eds.: Voices. Berkeley, Calif.: Quinto Sol Publications, 1973, pp. 521-531.

13. Ramirez, Manuel III. "The Relationship of Acculturation to Educational Achievement." In Octavio I. Romano and Rios, eds.: Voices. Berkeley, California: Quinto Sol Publications, 1973, pp. 400-407.

14. Simmons, Ozzie G. "Mutual Images and Expectations." In Romano and Rios, eds.: Voices. Berkeley, Calif.: Quinto Sol Publications, 1973, pp. 379-381, 383-395.

15. Dworkin, Anthony Gary. "Stereotypes and Self-Images Held by Native Born and Foreign Born Mexican Americans." In Romano and Rios, eds.: Voices. Berkeley, California: Quinto Sol Publications, 1973, pp. 397-409.

C. Films:

1. "A Mexican American Family." Color 16 minutes, Atlantis Productions, Inc., 1252 La Granada Drive, Thousand Oaks, California 91360.

2. "Salt of the Earth." Black/White , 94 minutes, CCM Films, 34 MacQuesten Parkway, South Mount Vernon, New York 10550.

VI. Traditional Roles of La Chicana: Occupational roles and social roles need to be analyzed and expanded in order to provide an opportunity for exploration and expansion of personal roles.

A. Topics:

1. Occupational roles and their positive and negative connotations

2. Family roles, social roles

3. Models for the Chicana

B. Required Readings:

1. Tafolla, Carmen and others. "Los Corts," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.

2. Moreno, Raquel. "El Milagrucho." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972.

3. Smith, Hinojosa. *Estampas del Valle*. Berkeley, California: Quinto Sol Publications, 1973.

4. Rivera, Tomás. *...y no se lo tragó la tierra...* Berkeley, California: Quinto Sol Publications, 1971.

5. Anaya, Rudolpho. *Bless Me Ultima*. Berkeley, California: Quinto Sol Publications, 1972.

6. Peñalosa, Fernando. "Mexican Family Roles," *Journal of Marriage and the Family*, November 1968, pp. 680-689.

7. Murillo, Nathan. "The Mexican American Family." In Nathaniel Wagner and Marsha Haug, eds.: *Chicanos: Social and Psychological Perspectives*. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 97-108.

VII. The Chicana seeks her identity among a lack of models and societal pressures.

A. *Topics:*

1. Identity and role models
2. Self-concept
3. Legislation, *el mestizaje*, assimilation and acculturation
4. Leadership roles of the Chicana
5. Multiplicity of roles - cultural traditional roles, historical, and the roles of "*La Chicana Moderna*"

B. *Required Readings:*

1. Cotera, Martha. *The Chicana Feminist*. Austin, Texas: Information Systems Development.

2. Farris, Buford and Richard A. Brymer. "Differential Socialization of Latin and Anglo-American Youth: An Exploratory Study of the Self-Concept." In John H. Burma, ed.: *Mexican Americans in the United States*. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 411-425.

3. Goodman, Mary Ellen and Alma Beman. "Child's Eye View of Life in an Urban Barrio." In Nathaniel Wagner and Marsha Haug, eds.: *Chicanos: Social and Psychological Perspectives*. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 109-122.

4. Warner, Norma E. and Idulla M. Evans. "Perception of Prejudice in Mexican American Preschool Children." In Nathaniel Wagner and Marsha Haug, eds.: *Chicanos: Social and Psychological Perspectives*. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 145-149.

5. "Cross Validation Study of Personality Characteristics of Junior High Students from American Indian, Mexican and Caucasian Ethnic Backgrounds." In Nathaniel Wagner and Marsha Haug, eds.: *Chicanos: Social and Psychological Perspectives*. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 150-155.

6. Komaroff, A. L., Minor W. Mesuda, and T. H. Holmes. "The Social Readjustment Rating Scale: A Comparative Study of Negro, Mexican and White Americans." In Nathaniel Wagner and Marsha Haug, eds.: *Chicanos: Social and Psychological Perspectives.* St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 156-163.

7. Cotera, Martha. "La Chicana Today, Posture and Accomplishments," *Profile on the Mexican American Woman*. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 157-195.

8. Meadow, Arnold. "Changes in Marriage Roles Accompanying the Acculturation of the Mexican American Wife," *Journal of Marriage and the Family*, Vol. 30, August 1968, pp. 404-412.

9. Allen, Ruth A. "Mexican Peon Women in Texas," *Sociology and Social Research*, November/December 1931.

10. Vidal, Mirta. *Women: New Voice of La Raza, Chicanas Speak Out*. New York, New York: Pathfinder Press, 1971.

11. Tafolla, Carmen. "Las Hispanas." In Robert W. Terry and Nelson Vivian Jenkins, eds.: *The Emergent Ethnic Minority Confronting Racism and Sexism*. National Education Association, 1977.

VIII. Environmental factors *y la Chicana*

A. *Topics*:

1. Expectations for Chicanas

2. Middle class versus barrio Chicanas

3. Intermarriage

4. The family's educational expectations for Chicanas

5. Cultural conflicts
    a. Married, single
    b. Sex and the Chicana
    c. Sexual politics
    d. "The Liberated Chicana"
    e. Birth control
    f. Family
    g. Abortion
6. Social and Economic Problems
    a. Chicanas and aging
    b. Veterans
    c. Ex-convicts
    d. Alcoholics
    e. Drug abusers
    f. Welfare
    g. Day care - child care

B. Required Readings:

1. Tafolla, Carmen and others. "Los Corts," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.
2. Mittellbach, Frank G. and Joan W. Moore. "Ethnic Endogamy - The Case of Mexican Americans." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.
3. "Chicanas and Abortion," Magazine de Policía, January 1971.
4. Alvarez, Elizabeth. "Women's Rights and the Mexican American Woman," The YWCA Magazine, January 1972.
5. Encuento Femenil Journal, Vol. 1, No. 1, 1973.

6. U. S. Department of Labor Women's Bureau Reports: approximately 20 publications.

7. Diaz-Guerrero, Rogelio. "Neurosis and the Mexican American Family Structure," *American Journal of Psychiatry*, December 1955.

8. Aramoni, Aniceto. "Machismo," *Psychology Today*, January 1972.

9. Meadow, Arnold. "Changes in Marriage Roles Accompanying the Acculturation of the Mexican American Wife," *Journal of Marriage and the Family*, Vol. 30, August 1968, pp. 404-412.

10. U. S. Women's Bureau. *Laws on Sex Discrimination in Employment*. Washington, D.C.: Government Printing Office, 1970.

11. Allen, Ruth A. "Mexican Peon Women in Texas," *Sociology and Social Research*, November/December, 1931.

12. Suarez, Cecilia. "Sexual Stereotypes - Psychological and Cultural Survival," Unpublished paper, UCLA, 1973.

13. Horner, Matina S. "Fail: Bright Woman," *Psychology Today*, November 19, 1969.

14. Nelson, Lindin L. and Spencer Kagen. "Competition: The Star Spangled Scramble," *Psychology Today*, September 1972.

15. "The Status of Women in Sociology 1968-72," *Report to the American Sociological Association of the Ad Hoc Committee on the Status of Women in the Professions*. Washington, D.C.: American Sociological Association, 1973.

16. "Education and Women's Rights: What the Law Now Says," *American Education*. Washington, D. C.: Government Printing Office, HEW Office of Education, December 1972.

17. "A Look at Women in Education: Issues and Answers for HEW," *A Report of the Commissioner's Task Force on the Impact of Office of Education Programs on Women*. Washington, D.C.: HEW: Office of Education, November 1972.

18. "A Matter of Simple Justice," *A Report of the President's Task Force on Women's Rights and Responsibilities*. Washington, D.C.: U. S. Government Printing Office, April, 1970.

19. "American Women, 1963-68," *Report of the Interdepartmental Committee on the Status of Women*. Washington, D. C.: U. S. Government Printing Office, October 1968.

20. Aguilar, Linda. "Unequal Opportunity and the Chicana," *Civil Rights Digest*. Washington, D.C.: U. S. Commission on Civil Rights, spring, 1973.

OUTLINE OF CONCEPTS

I. The Chicana in the Chicano Movement

A. Objective 1

After a brief overview of the Chicana's contribution to *el movimiento*, the students will be able to define the Chicano's ideology.

1. Activities

a. The instructor presents brief overview of the topic. In a "fish bowl" activity, the student responds to the statement "As a Chicana, I believe . . . ."

b. Working in small groups, the students will be able to develop *el papel de la Chicana en el movimiento*.

c. The students will read "Raza Unida Party Platform" (1972) and other related materials from the appendix of *Profile on the Mexican American Woman*. They will use this information to define the Chicanos' ideology.

2. Materials

a. Cotera, Martha. *Profile on the Mexican American Woman*. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 224-262.

b. _______________. "Appendices," *Profile on the Mexican American Woman*. Las Cruces, New Mexico: ERIC/CRESS, 1967, pp. 203-262.

3. Expected Outcome

a. Students will analyze the role of Chicanas in *el movimiento*. Having understood the women's role, the students will take the appropriate perspective in defining the Chicano ideology.

B. Objective 2

After reviewing women's participation in politics, education, labor, the farmworker's unions, and the fight for equality, the students will have a panel discussion on "the Chicana's fight for equal rights and social justice."

1. Activities

   a. Working in groups the students will review women's participation in politics, education, labor, the farmworker's union, and the fight for equality.

   b. In a panel discussion, the students will prove or disprove that "the Chicana has fought for equal rights and social justice " or that there is an ideology of "The Chicana Movement."

2. Materials

   a. Longauez Y Vasquez, Enriqueta. "La Chicana," Magazin, San Antonio, Texas: Vol. 1, No. 4, April, 1972, pp. 66-68.

   b. Vidal, Mirta. "Women: New Voice of La Raza," Chicanas Speak Out. New York: Pathfinder Press, 1971.

   c. Aguilar, Linda. "Unequal Opportunity and the Chicana," Civil Rights Digest. Washington D. C.: U. S. Commission on Civil Rights, spring, 1973.

   d. Regeneracion, Vols. I, No. 10, Vols. II, No. 1, No. 2, No. 3. [entire issues]

3. Expected Outcome

   The students will review women's ideals of equality and justice.

II. Las Chicanas in Mainstream of America

A. Objective 1

After a brief overview on methods of conducting a survey and collecting data, the students will participate in a school survey using a student-made questionnaire to assess student's perceptions of themselves and others.

1. Activities

   The instructor will present the components of a qualitative survey analysis and the methods of data collection.

2. Materials

   Simmons, Ozzie G. "The Mutual Images and Expectations of Anglo Americans and Mexican Americans." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 383-387.

3. Expected Outcome

The students will attempt to measure self-concept using qualitative analysis skills.

B. Objective 2

After reviewing the statistics, the students will be able to compile a comparative analysis graph with the latest statistics and discuss the changes in employment and economic conditions.

1. Activities

   a. Students will prepare a survey questionnaire and interview a sample of students enrolled in school. The students will analyze data and prepare a final report of their findings. The students will prepare an analytical or comparative chart.

   b. Students will discuss changes in the economic and employment conditions among Mexican Americans.

2. Materials

   a. U. S. Government. "Spanish Women" Chapter 14, A Statistical Portrait of Women in the U. S. Washington, D. C.: Government Printing Office, 1975, pp. 76-82.

   b. World Almanac, 1950-70's.

3. Expected Outcome

Students will compare statistics from the 50's, 60's 70's only to realize that very few changes in employment and economic conditions have taken place among the great majority of Mexican Americans.

C. Objective 3

After an overview of the social conditions which determine all human relations, the students will analyze and examine those conditions which are detrimental to the Chicana.

1. Activities

In a debate format the students discuss "Chicanas in Mainstream of America - exclusion or inclusion."

2. Materials

U. S. Bureau of the Census. "Fact Sheet on the Chicana," General Social and Economic Characteristics, Report No. 7, California PC(I)-C Series, U. S. Government Printing Office, Washington, D. C., 1970.

3. Expected Outcome

Social conditions detrimental to the Chicana prove that the Chicana has been excluded from the mainstream.

D. Objective 4

After defining the cultural characteristics of the Chicano culture, the students will review the women's role within the culture.

1. Activities

In a brainstorming session students define culture. Using Juan Aragon's five definite components of a culture, language, food, costume, ethics, societal perceptions, the students will list the characteristics of the Chicano culture in general, then as they observe it in the barrio. Students will discuss the Chicana's role within the Chicano cultural framework.

2. Materials

a. La Luz, August 1972 [entire issue].

b. Moreno, Dorinda, ed. La Mujer En Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973.

c. Valdez and Steiner. Anthology of Mexican American Literature. New York, New York: Random House, Inc., 1972.

3. Expected Outcome

a. Culturally the Chicana's role has been quite limited.

E. Objective 5

After reviewing the mass-media projections of the Chicano and his culture, the students will compare their own perceptions, discuss the implications of these distortions to the population at large and devise plans to counteract these types of stereotypes.

1. Activities

    a. Students will divide into groups to analyze, in terms of racism and sexism, television programs, movies, songs, magazines, and commercials that they have watched over a period of time.

    b. They will discuss the differences between these stereotypes and their own perceptions.

    c. Working in small groups, the students will discuss the implications of these distortions in the population at large and among the minority people.

    d. The students will draw up a plan to counteract these stereotypes. They will then implement it!

2. Materials

    a. Fernandez, Raul. "The Political Economy of Stereotypes," Aztlan, fall 1970, Vol. 1, No. 2, pp. 39-45.

    b. Tafolla, Carmen. "Las Hispanas." In Robert W. Terry and Nelson Vivian Jenkins, eds.: The Emergent Ethnic Minority Confronting Racism and Sexism. National Education Association, 1977.

3. Expected Outcome

    a. The students will discover that stereotypes are distortions that lower the self-image of the oppressed, mis-inform the general public, and become an exploitation device.

III. Chicana Feminist Movement and Women's Liberation

A. Objective 1

After a brief overview of the Women's Movement, the students will be able to identify and discuss the areas of conflict between the Chicana's Feminist Movement against racism and sexism and the Women's Liberation Movement.

1. Activities

    a. Working in small groups, the students will review the Women's Liberation Movement and the Chicana Feminist's Movement.

    b. Students will identify areas of conflict or disagreement in the two movements.

2. Materials

   a. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 174-177, 189-195.

   b. Cotera, Martha. The Chicana Feminist. Austin, Texas: Information Systems Development.

   c. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973.

3. Expected Outcome

   Chicana Feminism differs from the Women's Feminist Movement in what ways? If it differs, why does it?

B. Objective 2

Working in groups, the students will be able to research other women's movements such as the Black, Asian, and Native American movements. They will discuss the respective goals and strategies used in these movements.

1. Activities:

   Students will compare the strategies of other movements to the Chicana movement. What differences and similarities are there?

2. Materials:

   a. Lurie, Nancy Oestreich. "Indian Women: A Legacy of Freedom," The American Way, American Airlines. March 1973.

   b. Tafolla, Carmen. "Las Hispanas." In Robert W. Terry and Nelson Vivian Jenkins, eds.: The Emergent Ethnic Minority Confronting Racism and Sexism. National Education Association, 1977.

   c. Kim, Bok-lim C. "Casework with Japanese and Korean Wives of Americans," Social Casework, Vol. 53, May 1971.

   d. Cade, Toni. The Black Woman: An Anthology. New York, New York: New American Library, 1970.

   e. Doely, Sarah Bentley. Women's Liberation and the Church: A New Demand for Freedom in the Life of the Christian Church. Association Press, 1970.

   f. "The American Woman," Transaction, Special Combined Issue, Vol. 8, No. 12, November/December 1970.

g. Ben, Sandra and Daryl. "Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work," Unpublished, Department of Psychology. Stanford, California: Stanford University Press, 1971.

h. Morgan, Robin, ed. Sisterhood is Powerful. New York, New York: Vintage Books, 1970.

i. Welter, Barbara. The Woman Question in American History. New York: City University of New York, 1975.

j. Seifer, Nancy. Where Feminism and Ethnicity Intersect: The Impact of Parallel Movements. New York: Institution Pluralism and Group Identity, 1976.

k. National Commission on the Observance of International Women's Year. Chronology of the Women's Movement in the United States, 1961-1975. Washington, D. C.: 1975.

3. Expected Outcome:

Students discover that minority women's feminist movements' goals and objectives are similar to the Chicana's movement.

IV. La Chicana and La Familia

A. Objective:

After a brief overview on the familia, the students will be able to analyze sex roles and socialization patterns of Chicano children and adults.

1. Activities:

a. The teacher will present a general overview on the familia.

b. Students will analyze sex roles and attitudes towards children, teenagers, and the elderly.

c. Relationships or socialization of:

- males and females
- los abuelitos
- los compadres
- los vecinos
- la tia grande

d. Working in groups the students will list "positive" and "negative" characteristics of the traditional Chicano family.

e. In a panel discussion the students will discuss "The Woman's Role" within the Chicano family structure. Compare traditional and diverse present-day trends in the familia.

2. Materials:

a. Rubel, Arthur J. "Perceptions of Social Relations: A Comparative Analysis." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 255-266.

b. Rubel, Arthur J. "The Family." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 211-224.

c. Lozano, Anthony. "La Cultura Chicana Esencialmente Mexicana," Mañana, No. 1575, 1973, pp. 36-37.

d. Cotera, Martha. "La Chicana and La Familia," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 140-148.

e. Padilla, Amado M. "Psychological Research and the Mexican American." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 316-322.

f. Peñalosa, Fernando. "Mexican Family Roles," Journal of Marriage and the Family, November 1968.

g. Murillo, Nathan. "The Mexican American Family." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

V. Family Dynamics and Society

A. Objective 1:

After a careful review of data and statistics relating poverty to economics, employment, education and the welfare system, the students will be able to write a script on "Social Forces and Their Effects on La Familia"

1. Activities:

a. Students review statistics regarding:

- employment/unemployment/under-employment among Chicanos.

- educational programs

- welfare state

b. Based on Maslow's basic needs, the students hypothesize concerning the need for fulfillment among Mexican Americans.

c. In a debate format the students will discuss the welfare system.

2. Materials:

a. Breiter, Toni. "The Welfare System: A Dangerous and Divisive Dilemma," Agenda, Vol. 7, No. 2, March/April, 1977.

b. Barcelo, Cosme J., Jr. and Toni Breiter. "Hispanics on Welfare - The Facts and Figures," Agenda, March/April, 1977.

c. Saavedra, Pilar. "The Welfare System: New Promises of Reform," Agenda, March/April, 1977.

d. U. S. Commission on Civil Rights. Mexican Americans and the Administration of Justice in the Southwest. Washington, D.C.: Government Printing Office, March 1970.

e. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 120-137, pp. 140-156.

f. Castro, Raymundo. "Chicanos and Poverty: Four Ideological Perspectives," Aztlan, Vol. 3, No. 1, spring 1972, pp. 133-154.

g. Burma, John H., ed. Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

h. Wagner, Nathaniel and Marsha J. Haug, eds. Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971.

i. Ludwig, Ed and James Santibañes, eds. The Chicanos: Mexican American Voices. Baltimore, Maryland: Penguin Book Co., Inc., 1970.

B. Objective 2:

After an overview on racism in America, the students will be able to discuss its effects on the familia, the Chicana.

1. Activities:

    a. Divided into groups, the students will complete their readings.

    b. Students will define prejudice, racism, sexism.

    c. Based on the "Racism in America" chart (R. W. Terry), the students will be able to develop a chart stratifying racism and sexism as it affects the Chicana.

2. Materials:

    a. Raab, Early and Seymour Lipset. "The Prejudiced Society." In Nathaniel Wagner and Marsha J. Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 5-17.

    b. Terry, Robert W. and Vivian Jenkins Nelsen, eds. The Emergent Ethnic Minority Confronting Racism and Sexism, National Educational Association, 1977.

    c. Burma, John H. "Mexican Americans, Prejudice, Discrimination." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 455-462.

C. Objective 3:

Students will be able to analyze popular television programs, commercials, radio programs as well as highly rated films to identify stereotypes of Chicanos and Chicanas.

1. Activities:

    a. Students will analyze popular television programs, commercials, radio programs and highly rated films such as "Star Wars," to identify stereotypes of women, Chicanos and Chicanas.

    b. Working in groups the students write a paper on one of the following:

        "Racism and Sexism in America"
        "Social Forces and Their Effects on the Family"

2. Materials:

    a. Martinez, Thomas M. "Advertising and Racism: The Case of the Mexican Americans." In Romano and Rios, eds.: Voices. Berkeley, Calif.: Quinto Sol Publications, 1973, pp. 521-531.

b. Burma, John H. "Mexican Americans, Prejudice, Discrimination." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 55-62.

D. Objective 4:

After an overview on various factors determining acculturation and assimilation, the students will be able to write a position paper on acculturation and assimilation for Chicanos(as).

1. Activities:

After an overview on differentiations which are based on:

- economic function and mobility
- acculturation and urbanization
- status and assimilation
- modes of isolation and integration

the students will be able to complete a research paper investigating in depth one of the following topics and its effects on La Familia:

- racism
- economics
- poverty in America
- acculturation
- assimilation

2. Materials:

a. Ramirez, Manuel III. "The Relationship of Acculturation to Educational Achievement." In Romano and Rios, eds.: Voices. Berkeley, California: Quinto Sol Publications, 1973, pp. 400-407.

b. Simmons, Ozzie G. "Mutual Images and Expectations." In Romano and Rios, eds.: Voices: Berkeley, Calif.: Quinto Sol Publications, 1973, pp. 379-381, 383-395.

c. Dworkin, Anthony Gary. "Stereotypes and Self-Images Held by Native Born and Foreign Born Mexican Americans." In Romano and Rios, eds.: Voices. Berkeley, California: Quinto Sol Publications, 1973, pp. 397-409.

VI. Traditional Roles of La Chicana: Occupational roles and social roles need to be analyzed and expanded in order to provide an opportunity for exploration and expansion of personal roles.

A. Objective:

After reviewing the literature the students will be able to identify historical, popular and personal roles of the Chicana and rate them either negatively or positively.

1. Activities:

   a. Students review the literature in an attempt to identify the historical and present-day roles of the Chicana. Rate either as negative connotation or positive connotation.

      Positive Connotation:

      campesinas
      seamstresses
      educators
      social workers
      politicians
      administrators
      lawyers
      health professions
      astronauts

      Negative Connotation:

      curanderas
      parteras
      brujas
      prostitutas
      pachucas
      liberated, assimilated
      broads
      santuchas

      Family roles/social roles:

      mother
      sister
      wife
      students
      la niña
      la casada (*harina de otro costal!*)

   b. Students present a panel discussion on the social and occupational roles played by Chicanas. Write a position paper on "Models for the Chicana."

2. Materials:

a. Tafolla, Carmen and others. "Los Corts," *Get Your Tortillas Together*. San Antonio, Texas: Penca Books, 1976.

b. Moreno, Raquel. "El Milagrucho." In Romano and Rios, eds.: *El Espejo* - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972.

c. Smith, Hinojosa. *Estampas del Valle*. Berkeley, Calif.: Quinto Sol Publications, 1973.

d. Rivera, Tomás. *...Y no se lo tragó la tierra...* Berkeley, Calif.: Quinto Sol Publications, 1971.

e. Anaya, Rudolpho. *Bless Me Ultima*. Berkeley, California: Quinto Sol Publications, 1972.

f. Peñalosa, Fernando. "Mexican Family Roles," *Journal of Marriage and the Family*, November 1968, pp. 680-689.

g. Murillo, Nathan. "The Mexican American Family." In Nathaniel Wagner and Marsha Haug, eds.: *Chicanos: Social and Psychological Perspectives*. St [illegible], Missouri: The C. V. Mosby Co., 1971, pp. 97-108.

3. *Expected Outcome:*

Students become aware of the variety of roles and are able to identify stereotypes.

VII. The Chicana seeks her identity with few models and many societal pressures.

A. *Objective 1:*

The students will be able to review the concepts basic to a positive self-concept.

1. *Activities:*

a. The instructor presents an overview of role models and identity.

b. In a debate the students discuss "Identity and Role Models."

c. Working in groups the students will be able to:

- analyze personality studies
- conduct exploratory studies on self concept

- analyze findings on "Perceptions of Prejudice in Mexican American Preschool children"
- Analyze socialization patterns and attitudinal characteristics

Discuss findings with other groups.

d. Research the impact on the life of the Chicana the following:

- legislation re-enforcing the rights of women
- El mestizaje
- assimilation and acculturation

2. Materials:

a. Cotera, Martha. The Chicana Feminist. Austin, Texas: Information Systems Development.

b. Farris, Buford and Richard A. Brymer. "Differential Socialization of Latin and Anglo-American Youth: An Exploratory Study of the Self-Concept." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970, pp. 411-425.

c. Goodman, Mary Ellen and Alma Beman. "Child's Eye View of Life in an Urban Barrio." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 109-122.

d. Warner, Norma E. and Idulla M. Evans. "Perception of Prejudice in Mexican American Preschool Children." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 145-149.

e. "Cross Validation Study of Personality Characteristics of Junior High Students from American Indian, Mexican, and Caucasian Ethnic Backgrounds." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 150-155.

f. Komaroff, A. L., Minor W. Mesuda, and T. H. Holmes. "The Social Readjustment Rating Scale: A Comparative Study of Negro, Mexican and White Americans." In Nathaniel Wagner and Marsha Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 156-163.

B. Objective 2:

After researching and confirming the extensive participation of Chicanas in leadership roles, the students will be able to prepare a calendar "honoring these outstanding leaders" as well as a school program.

1. Activities:

   a. Students review leadership roles of the Chicana.

   b. Working in a small group the students prepare a calendar of outstanding community women or national recognized figures exemplifying:

      - family, marriage and motherhood
      - the Chicano movement
      - historical figures--soldaderas, politicas, guerrilleras

   c. Write a position paper on any of the above leadership models stressing equal rights and equal responsibilities, commitment, dedicacion.

   d. The students will sponsor a school program based on the "Multiplicity of Roles - cultural traditional roles, historical, and the roles of La Chicana Moderna"

2. Materials:

   a. Cotera, Martha. "La Chicana Today, Posture and Accomplishments," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 157-195.

   b. Meadow, Arnold. "Changes in Marriage Roles Accompanying the Acculturation of the Mexican American Wife," Journal of Marriage and the Family, Vol. 30, August 1968, pp. 404-412.

   c. U. S. Women's Bureau. Laws on Sex Discrimination in Employment. Washington, D. C.: U. S. Government Printing Office, 1970.

   d. Allen, Ruth A. "Mexican Peon Women in Texas," Sociology and Social Research, November/December, 1931.

   e. Vidal, Mirta. Women: New Voice of La Raza, Chicanas Speak Out. New York, New York: Pathfinder Press, 1971.

   f. Tafolla, Carmen. "Las Hispanas." In Robert W. Terry and Nelson Vivian Jenkins, eds.: The Emergent Ethnic Minority Confronting Racism and Sexism. National Education Assoc., 1977.

3. Expected Outcome:

Students will identify with leadership models.

VIII. Environmental factors y la Chicana

A. Objective 1:

Based upon cartoons, sayings, and musical lyrics, the students will be able to compile a chart of "Expectations for Chicanas"

1. Activities:

Students examine various media such as jokes, cartoons, sayings, musical lyrics (either teacher selected or student researched) and then compile a "Taxonomy of Expectations for the Chicana"

B. Objective 2:

The students will be able to identify basic differences in philosophy, life style of barrio Chicanas and middle-class Mexican Americans.

1. Activities:

a. Students role play "Los Corts." A second group of students will re-write "Los Corts" from a middle class perspective. What are the differences in philosophy of life? Language style? Why do these exist?

b. Students will write a position paper on roles of Chicanas from professional and uneducated backgrounds. Would there be any differences? Interview a small number of Chicanas from both backgrounds to identify "What are their roles as they perceive them?"

2. Materials:

a. Tafolla, Carmen and others. "Los Corts," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.

C. Objective 3:

The students will be able to identify the causes or possible motives for intermarriages.

1. Activities:

Discuss assimilation, acculturation, mixed marriages or conditions under which intermarriage occurs and possible effects resulting from these.

2. Materials:

   a. Mittelbach, Frank G. and Joan W. Moore. "Ethnic Endogamy - The Case of Mexican Americans." In John H. Burma, ed.: Mexican Americans in the United States. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1970.

D. Objective 4:

The students will be able to determine his or her family's expectations.

1. Activities:

   a. Individually research the various educational experiences of members of your family. Compare the type of educational program offered to your parents, older brothers and sisters, and the present program in which you are now enrolled.

      - compare courses
      - counseling
      - textbooks
      - staffing patterns
      - teacher-student ratio
      - administrators
      - career orientation and awareness

   b. Interview your parents or guardians to find out "What would they like you to be?"

2. Expected Outcome:

   Students interchange educational opportunities and discuss projected parent's attitude towards his education.

E. Objective 5:

The students will be able to discuss culture conflicts concerning "sex and the Chicana."

1. Activities:

   Students review such issues as the following:

      - sex and the Chicana: married, single
      - sexual politics
      - "The Liberated Chicana"
      - birth control, family, abortion

2. Materials:

   a. "Chicanas and Abortion," Magazine de Policia, January, 1971.

b. Alvarez, Elizabeth. "Women's Rights and the Mexican American Woman, The YWCA Magazine, January 1972.

c. Encuentro Femenil Journal, Vol. 1, No. 1, 1973.

F. Objective 6:

The students will be able to discuss social and economic problems faced by the Chicana.

1. Activities:

The students will research:

- Chicanas and aging
- veterans
- ex-convicts
- alcoholics
- drug abusers
- welfare:
  economic and social problems
  day care - child care

2. Materials:

a. U. S. Department of Labor Women's Bureau Reports. Washington, D. C.: U. S. Government Printing Office.

Laws on Sex Discrimination in Employment, 1970
Women's Bureau Consultation with Spanish Surnamed Women, Phoenix, Arizona, 1972
Background Facts on Women Workers
Fact Sheet on the Earnings Gap, February 1971
Labor Legislation for Women Workers, 1970
Women Workers, Today, June 1970
Day Care Facts, May 1970
Abortion Laws, May 1970
Who are the Working Mothers?, 1971
Arizona Laws of Special Interest to Women, 1972
Colorado Laws of Special Interest to Women, 1972
California Laws of Special Interest to Women, 1972
New Mexico Laws of Special Interest to Women, 1972
Texas Laws of Special Interest to Women, 1972

b. Diaz-Guerrero, Rogelio. "Neurosis and the Mexican American Family Structure," American Journal of Psychiatry, December, 1955.

c. Aramoni, Aniceto. "Machismo," Psychology Today, January, 1972.

d. Meadow, Arnold. "Changes in Marriage Roles Accompanying the Acculturation of the Mexican American Wife," Journal of Marriage and the Family, Vol. 30, August 1968, pp. 404-412.

e. U. S. Women's Bureau. Laws on Sex Discrimination in Employment. Washington, D. C.: U. S. Government Printing Office, 1970.

f. Allen, Ruth A. "Mexican Peon Women in Texas," Sociology and Social Research, November/December, 1931.

g. Suarez, Cecilia. "Sexual Stereotypes - Psychological and Cultural Survival," Unpublished paper, UCLA, 1973.

h. Horner, Matina S. "Fail: Bright Woman," Psychology Today, November 19, 1969.

i. Nelson, Lindin L. and Spencer Kagen. "Competition: The Star Spangled Scramble," Psychology Today, September, 1972.

CHAPTER IV

THE CHICANA IN LITERATURE

INTRODUCTION

Chicano(a) culture is defined through Chicano literature which is a synthesis of Mexican culture and the Chicana experience in a bilingual/bicultural world. This literature section allows the Chicano(a) to see how the Mexican defines life and how the North American defines life and identify differences between the two.

The effects of science and technology on the North American way of life will also become apparent as well as conflicts between Puritan ethics and the North American technology.

In addition, the Chicano will gain awareness of the elements of prose, fiction, drama, and poetry as they are contained in novels, plays, poems, and legends.

OVERALL OBJECTIVES

When the students have completed the activities they will have become:

1. Sensitive to the different perceptions of life and philosophies of life in children's literature.
2. Aware of the value system in Chicano folkloric literature.
3. Able to define life from the "Mexican point of view" and identify effects of scientific and technological advancements upon the North American individual.
4. Conscious of the Chicano value system as a synthesis of the Mexican philosophy of life and the Chicano experience in a bilingual/bicultural society.

CHAPTER IV

THE CHICANA IN LITERATURE

TOPICAL OUTLINE

I. Literatura Infantil

A. Topics:

1. Survey of folkloric children's literature in the barrio

2. Comparison of general children's literature with literatura infantil Chicana.

    a. themes
    b. language style
    c. writing style
    d. message or purpose

B. Required Readings:

1. Santos, Richard G. Tesoros de mis Raza - Raza de Tesoros. Austin, Texas: Dissimination and Assessment Center for Bilingual Education, Available Penca Publications, 1975.

2. Galarza, Ernesto. "Poemas Peque - Peque-ñitos," "Poemas Parvulos," etc. Colección Mini-Libros.

C. Records:

1. Cri-Cri Records. Eddie Cano's, "A Taste of Education," Building Your Spanish Vocabulary Through Music. Vol. 1, C. P. Records, Inc., 7291 Pacific View Drive, Los Angeles, California.

2. Southwest Educational Laboratory. Serie Paso a Paso con Los Niños. Austin, Texas: National Educational Laboratory Publishers, Inc.

D. Suggested Readings:

1. Perales, Alfonso. La Lechuza-Cuentos de mi Barrio. San Antonio, Texas: The Naylor Co., 1972.

2. Peter Pan. Any edition.

3. Winnie the Pooh. Any edition.

4. Blatt, Gloria T. "The Mexican American in Children's Literature," Elementary English, April 1968.

5. Maldonado, Jesus. "Caperucita Roja," El Grito. Vol. III, No. 4, summer 1970.

II. Mexicans Define Life Through Literature

A. Topics:

1. What does it mean to be Mexican?

2. How do Mexicans define life?

3. How do Mexicans define human existence?

B. Required Readings:

1. Azuela, Mariano. Los de Abajo. Mexico, D. F.: Librería y Ediciones Botas, 1950.

2. Paz, Octavio. Labyrinth of Solitude: Life and Thought in Mexico. New York, New York: Grove Press, 1961.

C. Suggested Readings:

"Sor Juana Ines de la Cruz." In Dorinda Moreno, ed.: La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973, pp. 157.

III. Anglo-Saxons Define Life Through Literature

A. Topics:

1. What does it mean to be American?

2. How do "Americans" define life?

3. How do "Americans" define human existence?

4. What effects have science and technology had on the Anglo-Saxon view of life?

5. What conflicts are found in the Puritan Ethic and the Native American's philosophy of life?

B. Required Readings:

1. Hawthorne, Nathaniel. The Scarlet Letter. Any edition.

2. Hemingway, Ernest. For Whom the Bell Tolls. Any edition.

3. Frost, Robert. Selected Poems. Any edition.

4. Weber, M. The Protestant Ethic and the Spirit of Capitalism. Any edition.

IV. Que es el Chicanismo? o la Definición de la Vida por el Mestizo. (What is Chicanismo? or definition of life by the Mestizo)

A. Topics:

1. What is Chicanismo?

2. What is the Mestizo philosophy?

3. How do Chicanos define "humanism"?

B. Required Readings:

1. Carranza, Eliu. Pensamientos. Berkeley, California: California Book Co., 1969.

2. Trujillo, Marcela. "There is Something New Under the Sun: Chicano Writers and Poets," La Luz, June-July, 1973, pp. 43-48.

3. Padilla, Ray. "Apuntes para la Documentación de la Cultura Chicana," El Grito, 5, winter 1971-72.

C. Suggested Readings:

1. Blauner, Robert. "The Chicano Sensibility," The Mirror-El Espejo. Vol. 1-3, 1967-70.

2. "Literature Chicana," El Grito, winter 1970.

V. Elements of Literature and the Chicano Genre

A. Topics:

1. What are the forms of fiction, as depicted in novels, short stories, legends?

2. What are the elements of poetry such as variety and creative genius?

3. What are the forms of drama such as the epic, popular and contemporary drama?

4. Chicano literature - new class of writings

B. Required Readings:

1. Scholes, B. *Elements of Fiction*. London: Oxford University Press, 1971.

2. Scholes, B. *Elements of Poetry*. London: Oxford University Press, 1969.

3. Aristotle. "Poetics." In Smith and Parks, eds.: *The Great Critics*, pp. 25-61.

4. Valdes and Steiner, eds.: *Aztlan: Anthology of Mexican American Literature*, winter, 1971. [entire issue]

Novels:

5. Anaya, R. A. *Bless Me, Ultima*. Berkeley, California: Quinto Sol Publications, 1972.

6. Sanchez, Ricardo. *Canto y Grito Mi Liberación*. Illustrator, Manuel G. Acosta. El Paso, Texas: Mi Publications, 1971.

7. Villareal, Jose Antonio. *Pocho*. New York, New York: Doubleday Anchor Book, 1970.

8. Barrio, Raymond. *The Plum Plum Pickers*. San Francisco, California: Canfield Press, Harper and Ron Publishers, Inc., 1969.

Cuentos:

9. Rivera, Tómas. *...Y no se lo tragó la tierra...* Berkeley, California: Quinto Sol Publications, 1971.

10. Smith, Hinojosa Rolando. *Estampas del Valle*. Berkeley, California: Quinto Sol Publications, 1973.

Poesía:

11. Elizondo, Sergio. *Perros y Antiperros. Un Epica Chicana*. Berkeley, California: Quinto Sol Publications, Inc., 1972.

12. Chavez, Albert C., ed. *Yearnings*. West Haven, Conn.: Pendulum Press, Inc., 1972.

13. Calvillo, Cisneros Leone. *Tejidos*. Austin, Texas: University of Texas. Available from Penca Publications.

14. Romano, Octavio and Herminio Rios, eds. *El Espejo-The Mirror*. Berkeley, California: Quinto Sol Publications, Inc., August 1972.

15. Paredes, Paredes, eds. *Mexican American Authors*. Dallas, Texas: Houghton Mifflin Co., 1972.

16. Paredes, Americo. *Folktales of the Lower Rio Grande Valley in Texas*. Austin, Texas: University of Texas at Austin, Dissertation thesis.

17. ________________. *With a Pistol in His Hands*. Austin, Texas: University of Texas Press, 1971.

18. Romano, Octavio I. *Chicano Drama*. El Grito Book Series. Berkeley, Calif.: Quinto Sol Publications, 1974.

19. Valdez, Luis. *Actos: El Teatro Campesino*. San Juan Bautista, Ca.: La Cucaracha Press, 1971.

20. Elizondo, Sergio. *Perros y Antiperros: Un Epica Chicana*. Berkeley, California: Quinto Sol Publications, Inc., 1972.

21. Casteñeda, Carlos. *A Separate Reality*. New York, New York: Simon and Schuster, 1971.

VI. Chicana Literature - *Reflejos de la Chicana*

A. *Topics*:

1. Themes -

    a. *Como nos ven* (as we are seen)
    prostitutas, *las curanderas*, *las brujas*, *las vendidas*, *las chingadas*.

    b. *Como nos vemos* (as we see ourselves)
    compañeras

2. Chicana literature - A new form of writing

    a. Perceptions of self

    b. The Chicana philosophy of life

    c. Language Style

    d. Writing style

    e. The Chicana's role in *el movimiento*

3. "Somos quienes somos, como somos y no le pedimos nada a nadie!"

B. Required Readings:

1. Tafolla, Carmen and others. "Los Corts," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.

2. ________________. "La Malinche," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.

3. Cerda, Oscar. "Chicana," Tejidos. Austin, Texas: University of Texas, March 1974.

4. Valdes-Fallis, Guadalupe. "La Abuelita," Tejidos. Austin, Texas: University of Texas, March 1974.

5. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 164-167.

6. Romano, Octavio I. and Herminio Rios, eds. El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972.

7. Moreno, Raquel. "El Milagrucho." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 146-149.

8. Portillo, Estela. "The Day of the Swallows." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 150-194.

9. Espinosa, Rudy. "La Casita," "Mama." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 198-203.

10. Montoya, José. "La Jefita." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 232-233.

11. Alvarez, Jorge. "Woman." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 247.

12. Cobos, Georgia. "Mother Now." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 258-259.

13. Gonzalez, Rafael Jesus. "Fabula a Guillermina." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 275-276.

14. Paredes, Paredes, eds. Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972.

15. Gonzalez, Rafael Jesus. "To an Old Woman." In Octavio Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972.

16. Gonzalez, Jovita. "Among My People." In Paredes, Paredes, eds.: Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972.

17. Larralde, Carlos. "The Wedding of Ramon and Linda." In A. C. Chavez, ed.: Yearnings. West Haven, Conn.: Pendulum Press, 1972.

18. Romano, Octavio I and Rios, eds. La Voz Poetica Del Chicano. El Grito Book Series. Berkeley, California: Quinto Sol Publications, 1974.

19. Cardenas, Reyes. "La Noche para Rosa." In Romano and Rios, eds.: La Voz Poetica Del Chicano. El Grito Book Series. Berkeley, California: Quinto Sol Publications, 1974.

20. Rosales, Leticia. "Bar." In Octavio Romano and Rios, eds.: La Voz Poetica Del Chicano. El Grito Book Series. Berkeley, California: Quinto Sol Publications, 1974.

21. Martinez, Angelica, Rosa Raquel Elizondo, David Sergio Cavazos. "Madalyn and I." In Rene Cisneros, Luis A. de la Garza, Elizabeth A Leone, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Invierno, 1975.

22. Anzaldua, Gloria. "Woman," "Guitarrera," "Helpless," "Pesadilla." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas, Available through Penca Books, Primavera, 1977.

23. Robles, Mireya. "Dejo el ancho baton." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Verano, 1976.

24. Herrera, David. "La Abuelita," "Amor," "Adios," "Chicanita." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Verano, 1976.

25. Travieso. "Madrecita." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Verano, 1976.

26. Morton, Carlos. "La Jefa," "The Joker and the Lady." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Verano, 1976.

27. "Amor Perdido" "Of you I Pienso." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Verano, 1976.

28. Rivas, Maggie. "Teatro Chicano Portrays Changing Roles." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Otono, 1975.

29. Sanchez, Ricardo. "Teresa," "En lo Fragil," "Mi'ja." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Invierno, 1975, pp. 15-22.

30. Acosta, Teresa Palomo. "Poema Sobre Paul," "Excavation of a Hymn," "My Mother Pieced Quilts," "Para Santos Rodriguez," "Felipa." In A. Martinez, Rosa R. Elizondo, David S. Cavzaos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Primavera, 1976.

31. Alderete, A. "Harlot Poem: I and II." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Primavera, 1976, pp. 2-7.

32. "Las Cucarachas," "Cucarachas en Acción," "La Cuca Gacha." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Primavera, 1976, pp. 9-10.

33. Picaso, Esther. "El Machete del Sol." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Primavera, 1976, pp. 11.

34. Sanchez, Carol Lee. "Vieja Encantada," "De Brujerias Ancianas." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Primavera, 1976, pp. 13.

35. Lopez, Martha. "Voy Cantando." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas, available through Penca Books, Primavera, 1976, pp. 14.

36. Rodriguez, Cynthia. "America." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas, available through Penca Books, Primavera, 1976, pp. 15.

37. Moreno, Dorinda. "La Mujer y El Arte," "Rostro," "Sacajawea Es--La Libertada," "Canto a Sor Juana," "La Niña Lina en East Los Angeles," "Glide, Sway, Sleek Black Cat...Ángela!" "Canto a una Rosa," "Ixchel, Diosa de Cozumel." In A. Martinez, Rosa R. Elizonda, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas, available through Penca Books, Primavera, 1976, pp. 17-25.

38. Castroman, Janis Palma. "Monologo Antes de Irse a la Cama," "Los Nietos de mi Abuelo." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas, available through Penca Books, Primavera, 1976, pp. 28-38.

39. Bruce-Novos. "Satisfaction." In A. Martinez, Rosa R. Elizondo, David S. Cavazos, eds.: Tejidos. Austin, Texas: University of Texas, available through Penca Books, Primavera, 1976, p. 40.

40. Guerra, Fermina. "Rancho Buena Vista." In Paredes, Paredes, eds. Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972, p. 17.

41. Niggli, Josephina. "The Street of the Three Crosses." In Paredes, Paredes, eds. Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972, pp. 52-92.

42. Gonzalez, Jovita. "Among My People." In Paredes, Paredes, eds. Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972, p. 8.

VII. Creative Writing in the Classroom

A. Topics:

1. Students analyze different styles in Chicano literature.

2. Students write and analyze their original work (writings).

3. Students select an enrichment activity and complete it.

B. Required Readings:

1. Casteñeda, Carlos. A Separate Reality. New York, New York: Simon and Schuster, 1971.

2. Tafolla, Carmen and others. "Los Corts," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.

3. Trujillo, Marcela. "Chicano Writers and Poets," La Luz, II (1973), pp. 43-48.

4. Kirack, Alex (Gallo). Space Flutes and Barrio Paths. San Diego, Ca.: Centro de Estudios Chicanos Publications, 1972.

5. Vallejos, Judy. "Legend of Tericio Valley," Los Conquistadores, spring, 1973.

6. Paredes, Amado. "Cecilia Rosa," El Espejo - The Mirror. Berkeley, Ca.: Quinto Sol Publications, Inc., August 1972.

7. Romano, Octavio. "Dona Marina," El Espejo - The Mirror. Berkeley, Ca.: Quinto Sol Publications, Inc., August 1972.

8. Suarez, Mario. "Las Camadres," Con Safos, Vol. 1, No. 3, March 1969.

Suggested Readings:

1. Azuela, Mariano. La Mujer Domada. Mexico, D. F.: Libreria y Ediciones Botas, 1946.

2. Azuela, Mariano. Los de Abajo. Mexico, D. F.: Libreria y Ediciones Botas, 1950.

3. Trevino, Alberto, Rolando R. Hinojosa Smith, Tomas Rivera and others. "Literature," Mexican American Studies Curriculum Guide, Pharr-San Juan-Alamo Independent School District, 1973.

4. Paredes, Paredes, eds. Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972.

5. Brown, Dee. Bury My Heart at Wounded Knee, Bantam Books, Inc., 1970.

6. Romano, Octavio I. and Herminio Rios, eds. Chicano Drama. Berkeley, California: Quinto Sol Publications, Inc., 1974.

7. Rios, Herminio C. and Octavio Romano. La Voz Poetica del Chicano. Berkeley, California: Quinto Sol Publications, 1974.

8. Steiner, Stan. La Raza: The Mexican Americans. New York, New York: Harper and Row Publishers, 1970.

9. Rivera, Tomas. *...Y no se lo tragó la tierra...* Berkeley, California: Quinto Sol Publications, 1971.

10. Villareal, Jose Antonio. *Pocho*. New York, New York: Doubleday Anchor Book, 1970.

11. Chavez, Albert C., ed. *Yearnings*. West Haven, Conn.: Pendulum Press, Inc., 1972.

12. Romano, Octavio Ignacio and Herminio Rios, eds. Selected Chicano literature, *El Espejo - The Mirror*. Berkeley, California: Quinto Sol Publications, Inc., 1972.

13. Calvillo, Jaime Dario and Rene Cisneros, eds. *Tejidos*, Vol. 1, No. 2, Primavera 1974.

14. Calvillo, Cisneros, Elizabeth A. Leone, eds. *Tejidos*, Vol. I, No. 3, Verano 1974; Vol. 1, No. 4, Otono 1974.

15. Cisneros, Leone, Calvillo, Luis Alberto de la Garza, eds. *Tejidos*, Vol. II, No. 6, Verano, 1974.

16. Cisneros, Leone, De la Garza, Nora Gonzalez Dodson, eds., *Tejidos*, Vol. II, No. 8, Invierno 1975.

17. Cisneros, De la Garza, Leone,eds. *Tejidos*, Vol.II,No. 7, Otoño, 1975.

18. Calvillo, Cisneros, Leone, Eustolio Perez, eds. *Tejidos*, Vol. II, No. 5, Primavera 1975.

19. Cisneros, Leone, Dodson, Angelica Martinez, eds. *Tejidos*, Vol. III, No. 1, Primavera, 1976; Vol. III, No. 2, Verano 1976.

20. Leone, Cisneros, Martinez, Rosa Raquel Elizondo, David Sergio Cavazos, eds. *Tejidos*, Vol. IV, No. 1, Primavera 1977.

OUTLINE OF CONCEPTS

I. Literature Infantil

A. Objective

After sharing the "folkloric" literature popular in their barrios, the students will be able to compare Chicano children's literature to popular Anglo literature and Mexican literature.

B. Activities

1. Each student will bring to class a popular song, poem, riddle, or cuento (short story) which he or she is familiar with or is popular among children in his or her neighborhood. Students will analyze these and the reasons for their popularity. They will discuss different versions presented of the same "literary work."

2. Working in groups the students will select masterpieces of children's literature and compare them to Chicano children's literature for the following elements:

   - theme
   - language style
   - writing style
   - message or purpose

   An example of the above would be the comparison of the lullaby of Señora Santa Ana with Rock-a-by-Baby.

C. Materials

Required Readings:

1. Santos, Richard G. Tesoros de mi Raza y Raza de Tesoros. Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1975. Available Penca Publications.

Records:

1. Cri-Cri Records. Eddie Cano's "A Taste of Education," Building your Spanish Vocabulary through Music. Vol. 1, C. P. Records, Inc., 7291 Pacific View Drive, Los Angeles, California.

2. Southwest Educational Laboratory. Serie Paso a Paso con Los Niños. Austin, Texas: National Educational Laboratory Publishers, Inc.

Suggested Readings:

1. Perales, Alfonso. La Lechuza Cuentos de mi Barrio. San Antonio, Texas: The Naylor Co., 1972.
2. Peter Pan. Any edition.
3. Winnie the Pooh. Any edition.
4. Blatt, Gloria T. "The Mexican American in Children's Literature," Elementary English, April 1968.
5. Maldonado, Jesus. "Caperucita Roja," El Grito, Vol. III, No. 4, summer 1970.

D. Expected Outcome

Students will become sensitive to different perceptions of life and the philosophy of life as expressed in children's literature. The students will become aware of the value system found in the Chicano folkloric literature.

II. Mexicans Define Life Through Literature

A. Objective

The students will be able to define the Mexican philosophy.

B. Activities

1. After completing readings on Mexican literature, the students will be able to define:

   - what it means to be Mexican
   - how Mexicans define life
   - how Mexicans define human existence

C. Materials

Required Readings:

1. Azuela, M. Los de Abajo. Mexico, D. F.: Librería y Ediciones Botas, 1950.
2. Paz, Octavio. Labyrinth of Solitude: Life and Thought in Mexico. New York, New York: Grove Press, 1961.

Suggested Readings:

1. Moreno, Dorinda, ed. La Mujer en Pie de Lucha. Mexico, D. F.: Espina del Norte Publications, 1973.

D. Expected Outcome

The students will be able to define life from the "Mexican point of view."

III. Anglo-Saxons as they define life in literature

A. Objective

Students will be able to define the Anglo-Saxon or North American philosophy of life, the effects of the scientific and technological advancements upon it and the possible conflicts between the philosophy and the Native American philosophy of life.

B. Activities

After an overview on the "Puritan ethics," the student will be able to complete readings and define:

- What it means to be American
- How do Americans define life?
- How do Americans define human existence?
- What effects have science and technology had on the Anglo-Saxon view of life?
- What conflicts are found in Puritan ethics and the Native American's philosophy of life?

C. Materials

1. Hawthorne, Nathaniel. The Scarlet Letter. Any edition.
2. Hemmingway, Ernest. For Whom the Bell Tolls. Any edition.
3. Frost, Robert. Selected Poems. Any edition.
4. Weber, Max. The Protestant Ethic and the Spirit of Capitalism. Any edition.

D. Expected Outcome

Students will be aware that differences in the basic definition of human existence may exist between North Americans and Native Americans. They will also be aware of the effects of scientific and technological advancements in dehumanizing the individual.

IV. Que es el Chicanismo? (What is Chicanoism) or La Definición de la Vida por el Mestizo.

A. Objective

The students will be able to define the Mestizo philosophy of life and Chicanismo.

B. Activities

After an overview of Chicanismo, the student will complete readings and define:

- What Chicanismo is
- What the Mestizo philosophy is
- How Chicanos define "humanism"

C. Materials: Required Readings:

1. Carranza, Eliu. Pensamientos. Berkeley, California: California Book Co., 1969.

2. Trujillo, Marcela. "There is Something New Under the Sun: Chicano Writers and Poets," La Luz, June-July, 1973, pp. 43-48.

3. Padilla, Ray. "Apuntes para la Documentacion de la Cultura Chicana," El Grito, Vol. 5, winter 1971-72.

Suggested Readings:

1. Blauner, Robert. "The Chicano Sensibility," El Espejo - The Mirror, Vol. 1-3, 1967-1970.

2. "Literatura Chicana." El Grito, winter 1970.

D. Expected Outcome

Students will begin to see the Chicano value system as a unique "synthesis" of the Mexican philosophy of life and the Chicano experience in a bilingual/bicultural society.

V. Elements of literature and Chicano literature

A. Objectives

1. After an overview of the elements of fiction, peotry, drama, the students will be able to analyze Chicano literature and note differences and similarities between it and Anglo literature.

2. After reading and reviewing various forms of Chicano literature, the student will be able to write a position paper on one of these forms.

B. Activities

1. After an overview of the elements of fiction, working in groups, the students will select literary masterpieces to analyze:

- Forms of fiction
  - Novelas (novels)
  - Cuentos (short stories)
  - Leyendas (legends)

- Elements in poetry
  - Variety
  - Creative genius

- Forms of drama
  - Epic
  - Popular, contemporary

2. Chicano literature - new writings. Students will read various forms of Chicano literature and write a position paper on one of the following topics. The paper will be shared with others and graded by the writer.

   a. Poetry expresses thoughts, feelings and emotions unique to a bicultural person.

   b. Short stories depict a particular, culturally relevant human experience.

   c. Chicano masterpieces express dynamic, forceful interaction between man and society, man and human existence, man and God, man and woman, man and conflicting forces, man and ideals and dreams.

   c. An analysis of the language style used by various Chicano writers can determine what topics are most frequently written about in the English culture, the Spanish culture, and the bilingual culture. Cite examples.

   d. Chicanos have created a new body of literature.

   e. Universal themes in Chicano literature.

C. Materials

Required Readings:

Poetry, drama

1. Scholes, B. Elements of Fiction. London: Oxford University Press, 1971.

2. Scholes, B. Elements of Poetry. London: Oxford University Press, 1969.

3. *Aristotle's Poetics*. Any edition.

4. Valdez and Steiner, eds. *Aztlan: Anthology of Mexican American Literature*, winter, 1971. [entire issue]

Novelas (novels)

5. Anaya, R. A. *Bless Me, Ultima*. Berkeley, California: Quinto Sol Publications, 1972.

6. Sanchez, Ricardo. *Canto y Grito Mi Liberación*. Illustrator, Manuel G. Acosta. El Paso, Texas: Mi Publications, 1971.

7. Villareal, Jose Antonio. *Pocho*. New York, New York: Doubleday Anchor Book, 1970.

8. Barrio, Raymond. *The Plum Plum Pickers*. San Francisco, California: Canfield Press, Harper and Ron Publishers, Inc., 1969.

Cuentos (short stories)

9. Rivera, Tomas. "*...Y no se lo tragó la tierra...*" Berkeley, California: Quinto Sol Publications, 1973.

10. Smith, Hinojosa Rolando. *Estampas del Valle*. Berkeley, California: Quinto Sol Publications, 1973.

Poesia (poetry)

11. Elizondo, Sergio. *Perros y Antiperros. Un Epica Chicana*. Berkeley, California: Quinto Sol Publications, Inc., 1972.

12. Chavez, Albert C., ed. *Yearnings*. West Haven, Conn.: Pendulum Press, Inc., 1972.

13. Calvillo, Cisneros Leone. *Tejidos*. Austin, Texas: University of Texas. Available from Penca Publications.

14. Romano, Octavio and Herminio Rios, eds. *El Espejo - The Mirror*. Berkeley, California: Quinto Sol Publications, Inc., August 1972.

Leyendas (legends)

15. Paredes, Paredes, eds. *Mexican American Authors*. Dallas, Texas: Houghton Mifflin Co., 1972.

16. Paredes, Americo. *Folktales of the Lower Rio Grande Valley in Texas*. Austin, Texas: University of Texas at Austin, Dissertation thesis.

17. Paredes, Americo. With a Pistol in His Hands. Austin, Texas: University of Texas Press, 1971.

Drama

18. Romano, Octavio I. Chicano Drama. El Grito Book Series. Berkeley, California: Quinto Sol Publications, 1974.

19. Valdez, Luis. Actos: El Teatro Campesino. San Juan Bautista, Ca.: La Cucaracha Press, 1971.

20. Elizondo, Sergio. Perros y Antiperros. Un Epica Chicana. Berkeley, California: Quinto Sol Publications, Inc., 1972.

21. Casteñeda, Carlos. A Separate Reality. New York, New York: Simon and Schuster, 1971.

VI. Chicana Literature - Reflejos de la Chicana

A. Objective

The students will be able to apply literary criticism skills in evaluating literary masterpieces and determining their biases or stereotypes as compared to the masterpieces written by Chicanas.

B. Activities

After reading various selections of literature that refer to the Chicana and literary works de sus propios ojos, the students will be able to discuss the following:

1. Themes - como nos ven (as we are seen). las prostitutas, las curanderas, las brujas, las vendidas, las chingadas
2. Themes - como nos vemos con nuestros propios ojos (As we see ourselves).
3. Chicana literature as exemplified in the Chicana's perception of self, of language style, of writing style, of philosophy of life, and of role in el movimiento.
4. "Somos quienes somos, como somos y no le pedimos nada a nadie."

C. Materials:

1. Tafolla, Carmen and others. "Los Corts," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.

2. Tafolla, Carmen and others. "La Malinche," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.

3. Cerda, Oscar. "Chicana," Tejidos. Austin, Texas: University of Texas, 1974.

4. Valdes-Fallis, Guadalupe. "La Abuelita," Tejidos. Austin, Texas: University of Texas, 1974.

5. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 164-167.

6. Moreno, Raquel. "El Milagrucho." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 146-149.

7. Portillo, Estela. "The Day of the Swallows." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 150-194.

8. Espinosa, Rudy. "La Casita," "Mama." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 198-203.

9. Montoya, Jose. "La Jefita." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 232-233.

10. Alvarez, Jorge. "Woman." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 247.

11. Cobos, Georgia. "Mother Now." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 258-259.

12. Gonzalez, Rafael Jesus. "Fabula a Guillermina." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 275-276.

13. Gonzalez, Rafael Jesus. "To an Old Woman." In Paredes, Paredes, eds.: Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972, pp. 93-94.

14. Paredes, Paredes, eds. Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972.

15. Gonzalez, Jovita. "Among My People." In Paredes, Paredes, eds.: Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972, pp. 8-16.

Suggested Readings:

16. Larralde, Carlos. "The Wedding of Ramon and Linda." In A. C. Chavez, ed.: Yearnings. West Haven, Conn.: Pendulum Press, 1972, pp. 15-18.

17. Cardenas, Reyes. "La Noche para Rosa." In Romano and Rios, eds.: La Voz Poetica Del Chicano. El Grito Book Series. Berkeley, California: Quinto Sol Publications, 1974, pp. 16-17.

18. Rosales, Leticia. "Bar." In Romano and Rios, eds.: La Voz Poetica Del Chicano. El Grito Book Series. Berkeley, California: Quinto Sol Publications, 1974, pp. 69.

19. Anzaldua, Gloria and others. "Woman," "Guitarrera," "Helpless," "Pesadilla," Tejidos. Austin, Texas: Available Penca Books, 1976, pp. 15-17.

20. Robles, Mireya. "Dejo el ancho baton," Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Verano, 1976, pp. 10-11.

21. Herrera, David. "La Abuelita," "Amor," "Adios," "Chicanita," Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Verano, 1976, pp. 24-26.

22. Travieso. "Madrecita," Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Verano, 1976, pp.24-25.

23. Morton, Carlos. "La Jefa," "The Joker and the Lady," Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Verano, 1976, pp. 34-40.

24. Rivas, Maggie. "Teatro Chicano Portrays Changing Roles," Tejidos. Austin, Texas: University of Texas. Available through Penca Books, Otono, 1975, pp. 10-11.

25. Martinez, Angelica. "Madalyn and I" and others, Tejidos. Austin, Texas: University of Texas. Available through Penca Books, 1975, pp. 15-22.

26. Sanchez, Ricardo. "Teresa," "En lo Fragil," "Mi'ja," Tejidos. Austin, Texas: University of Texas. Available through Penca Books, 1975, pp. 19-21.

27. Guerra, Fermina. "Rancho Buena Vista." In Paredes, Paredes, eds.: Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972, pp. 17.

28. Niggli, Josephina. "The Street of the 3 Crosses." In Paredes, Paredes, eds.: Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972, pp. 52-92.

VII. Creative Writing in the Classroom

A. Objective

After an overview of the components of poetry, prose, and short stories, the student will select the medium through which she will express her views on the Chicana.

B. Activities

The students will be able to read various samples of Chicana literature and either write a "position paper" or an original work.

C. Materials - Required Readings:

1. Casteñeda, Carlos. A Separate Reality. New York, New York: Simon and Schuster, 1971.
2. Tafolla, Carmen and others. "Los Corts," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.
3. Trujillo, Marcela. "Chicano Writers and Poets," La Luz, II (1973), pp. 43-48.
4. Kirack, Alex (Gallo). Space Flutes and Barrio Paths. San Diego, Ca.: Centro de Estudios Chicanos Publications, 1972.
5. Romano, Octavio I. ed. "Doña Marina," El Espejo - The Mirror. Berkeley, Ca.: Quinto Sol Publications, Inc., August 1972.
6. Suarez, Mario. "Las Comadres," Con Safos, Vol. 1, No. 3, March 1969.
7. Vallejos, Judy. "Legend of Terício Valley," Los Conquistadores, spring, 1973.

Suggested Readings:

8. Azuela, Mariano. La Mujer Domada. Mexico, D. F.: Libreria y Ediciones Botas, 1946.
9. Azuela, Mariano. Los de Abajo. Mexico, D. F.: Libreria y Ediciones Botas, 1950.

CHAPTER V - FOLKLORE

INTRODUCTION

The various roles that Chicanas play within the Chicano culture are often very well defined and specific. It is part of the core of Chicana studies to present opportunities for students to recognize these various roles, analyze them and decide which ones, for survival sake, need to be preserved, which ones need to be changed in order to resolve conflicts in the personal growth of Chicanas, and which ones can be left alone as characteristics unique to the Chicano culture without infringing upon other individuals.

After analyzing the various roles played by Chicanas, Chicanas in the public schools will have a choice as to those models they desire to follow, for Chicanas, as with other individuals, need to determine their own life goals.

Folklore plays an important part in defining the value system which otherwise would be difficult to identify. It is these activities which allow Chicanas to observe the various roles played by Chicanas in the Chicano culture and select those that they feel are congruent with their life goals. It is within this framework that Chicanas will be able to define themselves and to seek their own destiny.

OVERALL OBJECTIVES

At the completion of these activities the student will be able to do the following:

1. Analyze the role pride in oneself plays within a closed system.
2. Recognize unique communications systems developed by Chicanos for use among themselves.
3. Recognize the development of unique communication systems when closeness is desired.
4. Recognize the interaction patterns of Chicanos and Chicanas and their definite roles.
5. Recognize the uniqueness in lifestyle in the Chicano culture.
6. Recognize the difference in perceptions of the Chicano and the Chicana as expressed through folklore.
7. Show a commitment to select those roles she desires.

8. Analyze and commit herself to those roles she finds are suitable to her personal goals and aspirations.

9. Perpetuate the lifestyle and those characteristics in the Chicano lifestyle that she feels are basic to the survival of the Chicano culture.

CHAPTER V

FOLKLORE

TOPICAL OUTLINE

I. Folklore: Importance of Pride Within the Chicano Culture

- A. Topics:
    1. Definition of folklore
    2. Analysis of lifestyle, music, gestures, family unit, and social interaction to define the Chicana's various roles.
    3. Determine the importance of pride within a closed environment.
- B. Required Readings:
    1. Cotera, Martha. *Profile on the Mexican American Woman*. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 148-154.
    2. Casavantes. "Pride and Prejudice: A Mexican American Dilemma." In Nathaniel Wagner and Marsha J. Haug, eds.: *Chicanos: Social and Psychological Perspectives*. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 46-61.

II. Folklore: What are some ways in which the Chicano expresses his beliefs?

- A. Topics:
    1. Analysis of *costumbrismos* (folkways), *curanderismo*, legends, literature to determine the various roles of Chicanas.
- B. Required Readings:
    1. Paredes, Paredes, eds. *Mexican American Authors*. Dallas, Texas: Houghton Mifflin Co., 1972, pp. 27-51, p. 5, p. 93.
    2. Paredes, Americo. *Folktales of the Lower Rio Grande Valley in Texas*. Austin, Texas: University of Texas at Austin, Dissertation Thesis.
    3. Anaya, R. A. *Bless Me, Ultima*. Berkeley, California: Quinto Sol Publications, 1972.
- C. Suggested Readings:

1. Santos, Richard G. Tesoros de mi Raza, Raza de Tesoros. Austin, Texas: Dissemination and Assessment Center for Bilingual Education. Available Penca Publications, 1975.

2. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 164-167.

3. Tafolla, Carmen and others. "Los Corts," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976, pp. 32-33.

4. Suarez, Mario. "Las Comadres," Con Safos, Vol. 1, No. 3, March 1969, pp. 38-40.

5. Rodriguez, Richard and Gloria I. Rodriguez. "Teresa Urrea, Her Life, as it Affected the Mexican-U.S. Frontier," El Grito, Vol. V, No. 4, summer 1972, pp. 48-68.

6. Regeneración, Vol. II, No. 3, 1973. [Entire issue]

Film:

1. "Los Aztecas and Their Medicine: A Mexican American Legacy," Association for the Advancement of Mexican Americans, Houston, Texas.

III. Chicana's Love for Beauty

A. Topics:

1. Analyze familiar artifacts and determine function.

2. Explore barrio in an attempt to determine and to document el amor a la belleza (love for beauty) among Chicanas.

B. Required Readings:

1. Portillo, Estela. "The Day of the Swallows." In Romano and Rios, eds.: El Espejo - The Mirror. Berkeley, California: Quinto Sol Publications, August 1972, pp. 151-193.

IV. An attempt to define the role of Chicanas in different events and social interaction.

A. Topics:

1. Analysis of tamaladas, buñueladas, comida de vigilia and any other food preparation which is unique to Chicanos.

2. Fiestas - Analysis of pachangas, despedidas, get-togethers, weddings, bautizos.

3. Analysis of the sense of humor among Chicanos and their attitude towards the Chicana.

4. Analysis of dichos y proverbios in creating a close communication system.

5. Gestos (gestures) which are uniquely Chicana or Chicano.

V. The uniqueness of the life style of the Chicana is a cycle - el ciclo de la vida.

A. Topics:

1. Research and document celebrations in the Chicano community.

2. Chicana's role within the family is defined through special events.

3. Preservation of folklore, Chicano organizations.

B. Required Readings:

1. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 181.

2. Limón, José. "Folklore," Mexican American Studies Curriculum Guide, Pharr-San Juan - Alamo Independent School District, 1975. (This unit has been based on Limon's definition of Folklore and his approach and suggestions in teaching it.)

3. Acuña, Rodolfo. Occupied America. San Francisco, California: Canfield Press, 1972, pp. 189-190, 221-224, 245-246, 248-249, and 276-279.

Suggested Readings:

1. Fernandez-Marina, Ramon. "Three Basic Themes in Mexican and Puerto Rican Family Values," Journal of Social Psychology, pp. 167-181.

2. Gonzales, Juanita. "Sex Role Stereotypes," La Luz, Jan. 1973, p. 21.

3. Montiel, Miguel. "The Chicano Family: A Review of Research," Social Work, March 1973, pp. 22-31.

4. Murillo, Nathan. "The Mexican American Family." In Nathaniel Wagner and Marsha J. Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 97-108.

OUTLINE OF CONCEPTS

I. Traditional beliefs, legends, and customs reveal the unique philosophy of life, values and life style of particular groups of people. In the study of folklore, emphasis will be not on describing what is unique but rather on identifying reasons why people preserve their uniqueness.

A. Objective 1

After a brief discussion on folklore, the students will be able to give examples of what behaviors and events they would consider folkloric.

1. Activities

The teacher will present an overview on folklore. Students will give examples of behavior they consider folkloric.

2. Materials

a. Cotera, Martha. Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, pp. 148-154.

3. Expected Outcome

Students realize the role that pride in oneself plays in preservation and survival of self.

B. Objective 2

After selecting a research topic on folklore, the students will be able to share their findings and explore possible reasons why the Chicano community preserves PRIDE IN SELF.

1. Activities

Divided into groups, the students will be able to complete one of the following activities:

a. Listen to corridos (ballads) and list the words that show pride in oneself. (Orgullo de ser quienes somos)

b. Observe other students and list ways in which, through silent language like gestures, etc., pride is shown. (el orgullo callado de nuestra gente)

c. Discuss and list how Chicanos(as) show pride in their lifestyle. (Somos quienes somos y no nos parecemos a nadie!)

d. How is the barrio different from other communities? Similar? In exploring it, show how many aspects would project uniqueness. Mi barrio no lo cambio ni por la nada!

e. Discuss whether the Chicana's role in the family unit is traditional or contemporary? How does the Chicana show pride in the Chicano lifestyle?

f. Students will share their findings. They brainstorm for possible reasons why pride (orgullo) is such an important facet of the Chicano(a) experience. What is pride's role in traditions and in survival?

g. Students read and discuss Casavantes "Pride and Prejudice..." and write a position paper.

2. Materials:

Casavantes, Edward. "Pride and Prejudice: A Mexican American Dilemma." In Nathaniel Wagner and Marsha J. Haug, eds.: Chicanos: Social and Psychological Perspectives. St. Louis, Missouri: The C. V. Mosby Co., 1971, pp. 46-61.

II. Beliefs - What are they? How are they expressed en el barrio? How do these beliefs provide continuity in an unstable environment?

A. Objective 1:

The students will be able to prepare a compilation of Chicano(a) folkways from Mexican American literature and define the gap between Chicano and Chicana perceptions.

1. Activities:

a. Working in groups, the students will be able to select legends, dichos, corridos or poetry that expresses costumbrismos or folkways. Students will prepare a chart listing Chicano folkways.

b. Analyze the above literature, cite examples of how womanhood is depicted, how the Chicana role is defined.

c. Curanderismo - Folk medicine. View film "Los Aztecas and Their Medicine - A Chicano Legacy." Interview community people to find out remedios caseros (home remedies), compile a taxonomy, discuss practical reasons for preserving folk medicine. Read Bless Me Ultima. Note woman's role in social, familial and professional setting.

2. Materials:

a. Paredes, Paredes, eds. Mexican American Authors. Dallas, Texas: Houghton Mifflin Co., 1972, pp. 5, 27-51, 93.

b. Paredes, Americo. Folktales of the Lower Rio Grande Valley in Texas. Austin, Texas: University of Texas at Austin, Dissertation thesis.

c. Anaya, R. A. Bless Me, Ultima. Berkeley, California: Quinto Sol Publications, 1972.

Suggested Reading:

a. Santos, Richard G. Tesoros de mi Raza, Raza de Tesoros. Austin, Texas: Dissemination and Assessment Center for Bilingual Education. Available Penca Publications, 1975.

Film:

a. "Los Aztecas and Their Medicine: A Mexican American Legacy"

3. Expected Outcome:

Students realize how folkways preserve self.

B. Objective 2

After a panel discussion on the various roles assigned to Chicanas in literature, the students will be able to identify differences in how Chicanos and Chicanas define roles and suggest ways in which these differences can be resolved.

1. Activities:

    a. Students identify literature with a feminine point of view and a masculine point of view.

    b. Students have a panel discussion or debate in which these different views are presented.

    c. Working in groups, the students will be able to list possible ways in which these conflicts can be resolved.

2. Materials:

    a. Tafolla, Carmen and others. "Los Corts," Get Your Tortillas Together. San Antonio, Texas: Penca Books, 1976.

    b. Cotera, Martha. "Literature and Journalism," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976 pp. 164-167.

3. Expected Outcomes

   a. The students will become aware of the roles Chicanos assign to Chicana's perceptions of their own existence and attempts for self-definition.

   b. Students will begin to resolve the differences in perceptions by developing an effective communication system.

III. El Amor a la Belleza - Love for Beauty as it is expressed by the Chicana

A. Objective

After participating in sharing views and visual "artifacts" that show the Chicana's love for beauty, the students will prepare a documentary on the Chicana's Amor a la Belleza.

1. Activities

   a. Each student brings from home an artifact, work of art or decorative, original "masterpiece."

   b. Students share their "reliquias" that represent love for beauty, and emphasis is placed on their functional value.

   c. Students work in teams preparing a "documentary" to ascertain el amor a la belleza (love for beauty) as it is found in el barrio. Examples: gardens, pottery, crafts, art, religious statues, etc. found in the various homes, regardless of economic conditions. Why would these be important to the Chicana? What does sensitivity to beauty reveal?

   d. Compadrazgo y la comadre. Analyze sentido del humor and prepare a typology of jokes listing the joke, where it was told, to whom it was told, language style, the role of women in these jokes, and the attitude displayed in them concerning ethnic groups, religion and sex. How does it differ from Anglo humor? Analyze why it differs.

   e. Analyze dichos y proverbios, sayings and proverbs. Each student prepares or researches at least three dichos that have been passed on in his family. What is the message of each? Who uses them the most? Are these effective? On what occasions are they used?

f. Language style and idiomatic expressions. Each student contributes three expressions that he or she feels are uniquely cultural such as Y?, *Hijole!* Organize expressions by such elements as religion, sex, sarcasm, and ethnic slant. How effective are these and others in promoting cultural values?

g. *Gestos* (gestures), *manerismos comunes en interaccion social*. Students observe other Chicanos and note the gestures used, the occasion upon which they are used and their effectiveness in conveying the message. Are some more appropriate to Chicanos or Chicanas? How important are these in creating an ethnic communication system which is unique and specific?

h. Students analyze the above information and attempt to define the roles of the Chicana in social interaction. Why are these roles so well defined? What are the advantages or disadvantages of their roles. Is change needed? What would be gained? What would be lost?

i. Students analyze their personal feelings toward the roles they will play and compare them to their personal goals and aspirations. Do they foresee any conflicts?

2. *Required Readings*:

Moreno, Raquel. "El Milagrucho." In Romano and Rios, eds. *El Espejo - The Mirror*. Berkeley, California: Quinto Sol Publications, August 1972, pp. 146-148.

3. *Expected Outcome*

Students will assess the role of *la Chicana* in defining beauty and expressing sensitivity in everyday life.

IV. An attempt to define the role of Chicanas in different events and social interactions is made.

A. *Objective*

The students will be able to define the role of Chicanas in social interaction. Why are these roles so well defined?

1. *Activities*

a. Working in groups the students will define the role of Chicanas in different social events and celebrations:

- *Tamalada*, *buñuelada*, *comida de vigilia* or any other complicated food preparation which is unique to women. Note language style, conversational topics, interaction of elderly and younger women in such events.

- Fiestas - pachangas, unique to male
  despedidas, unique to male
  reuniones - mixed get-togethers
  bailes - mixed get-togethers
  Special event celebrations:
    bodas
    quinceañeras

b. Students prepare a chart or "taxonomy" of social interaction among Chicanos, (1) noting the social interaction, the type of music, and the dancing style, and (2) the attitude toward Chicanas, that is, delicadeza hacia la companera o esposa. Que nadie se atreva a faltarle el respeto!

2. Expected Outcome

Students will recognize the limited roles of the Chicana and examine the possible reasons for this unique pattern. They will then analyze these roles and select those that will fit their own personal goals and aspirations.

V. The uniqueness of the life style of the Chicana is a cycle starting with birth and ending with life itself - el ciclo de la vida.

A. Activities

1. Students prepare a research questionnaire to determine the most important festivities and celebrations within their community. List the celebrations by ranking them according to their degree of importance.

2. Working in small groups the students compile their data and prepare a summary of their findings. Information is shared with other groups.

3. Chicana's role within the family is defined through special events in her life:

Childbirth
Baptism
Cumpleaños (dia de santo)
Offerings of flowers in the church (Ofrenda de flores)
Holy Communion (Comunión
Fifteen year old party (Quinceañera)
Wedding (Boda)
Mother's Day (Dia de las Madres)
Funeral - Wake (la viuda)

4. Students analyze these customs for the role behavior expected of Chicanas in the family unit, as a member of the community, and in society. What is the role of the Chicana in preserving these cultural traits? What is she losing in the process? Explain.

5. Students debate "the importance of preserving Chicano folklore." Include such aspects as the identification of social forces to preserve folklore; what does it indicate about the people? What is its importance within the Chicano community and its implications towards the specific role of the Chicana.

6. Students research the particular organizations formed to perpetuate Chicano folklore.

7. Students prepare a skit to be presented to a mixed audience based on cultural traits unique to the Chicano. Jests can play an important part in clarifying the Chicanas' viewpoint.

B. Materials

1. Limón, José. "Folklore," Mexican American Studies Curriculum Guide, Pharr-San Juan - Alamo Independent School District, 1975.

2. Cotera, Martha. "Chicana Organizations," Profile on the Mexican American Woman. Las Cruces, New Mexico: ERIC/CRESS, 1976, p.181.

3. Acuña, Rodolfo. Occupied America. San Francisco, California: Canfield Press, 1972, pp. 221-224, 245-246, 48-249, 276-279, 189-190.

CHAPTER VI

ART - WHAT DOES THE CHICANO EXPRESS THROUGH ART?

INTRODUCTION

Art, as an expression of self, is a unique vehicle for Mexican American and Chicano expression. Artists react to and integrate the history of a culture as it touches their human existence. The artist's masterpieces can be a means whereby the natural boundaries of ethnic areas can be traced and the characteristics of their economy, social and family organization, systems of social control, philosophy and religious beliefs can be defined.

Art is like a net catching the visible forms of unique folkways, values, and philosophy of life within the Chicano community. To the sensitive observer, Chicano(a) art will reveal an inborn sensitivity to "nature, its balance and creation" which is one of the greatest strengths of La Raza according to Enriqueta Longeaux y Vasquez (Dorinda Moreno, ed., 1973)

OVERALL OBJECTIVES

The students will be able to do the following:

1. Recognize the contributions of Chicano(a) artists in raising the consciousness of people concerning the Chicano experience.

2. Identify the uniquely identifiable elements in Chicano(a) art such as:

    a. religion - Chicano(a) art depicts different interpretations of religious symbols.

    b. the family - Chicano(a) artists depict through their unique expression the family unit.

    c. folklore - Chicano(a) art interprets folklore by depicting life styles, music, celebrations and traditions.

    c. social commentary - Chicano(a) art interprets the social conditions and the oppression of Chicanos within larger systems.

    d. images of the barrio - Chicano(a) artists graphically interpret the barrio lifestyle.

3. Identify the medium of expression of Chicano(a) and Mexican American artists.

    a. Mexican American artists portray art through the traditional concepts.

   b. Chicano(a) art forms vary and are non-traditional.

4. Recognize the role of art in interpreting and integrating the history of a culture such as the Chicana(o) experience.

CHAPTER VI

ART - WHAT DOES THE CHICANO EXPRESS THROUGH ART?

TOPICAL OUTLINE

I. How are Mexican and Chicana Women represented in paintings, drawings, and sculptures? Why are they represented in the manner they are?

A. Topics:

1. How are they represented in the Pre-Columbian period, the Spanish Conquest, the Colonial Period, and the Revolutionary Period?

2. How are they shown in present-day Mexican American and Chicano art?

B. Required Readings and Materials:

1. Bernal, Ignacio. The Mexican National Museum of Anthropology. Mexico 4, D. F.: Serapio Rendon 125, Ediciones Larra.

2. Smith, Bradley. Mexico, A History in Art. S. A. de C. V. Mexico, D. F.: Editora Cultural y Educativa.

3. Burland, Cottie, Irene Nicholson, and Harold Osborne. Mythology of the Americas. New York, New York: The Hamlyn Publishing Group, 1970.

4. Monteverde, M. "Contemporary Chicano Arto," Aztlan, Vol. II, fall 1971, pp. 51-61.

5. Martinez, Manuel J. "The Art of the Chicano Movement - The Movement of Chicano Art," Aztlan, pp. 349-353.

6. Lopez, R. "Mexican American Artists," Aztlan, pp. 209-212.

Suggested Readings and Materials:

1. Bernal, Ignacio. Ancient Mexico in Colour. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

2. Bernal, Ignacio. Mexico Before Cortez. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

3. Bernal, Ignacio. Mexican Art. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

4. Bernal, Ignacio. Mesoamerica. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

5. Bernal, Ignacio. Mexican Wall-Paintings of the Maya and Aztec Periods. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

6. Fine Art Reproductions Old and Modern Masters.

7. Contemporary Art - Acquisitions 1962-65.

C. Film:

1. "The Mexican American Heritage and Destiny"

II. Art as a way of expressing Chicano's thoughts, feelings, and beliefs

A. Topics:

1. How have Mexican Americans and Chicanos contributed to art?

    a. Themes

    b. Medium (paintings, drawings, sculpture, etc.)

    c. Differences in art by the Chicano and Mexican American artists as compared to the Chicanas and the Mexican American female artists.

2. How have Chicanas contributed to art?

    a. Review Chicanas' art work and their use of themes, form, medium

    b. Plan an art project for the entire class such as a mural.

3. "All people have the same capacity for resolving their needs, and only vary as to resources and procedures." (Bernal, Mexican Museum of Anthropology)

B. Required Readings and Materials:

1. Pena, Amado M. "Traditional Art Form Through Painting," Mexican American Studies Curriculum Guide, Pharr-San Juan-Alamo Independent School District, 1975, pp. 137-150.

2. Mexican American Artists

3. Fine Art Reproduction: Old and Modern Masters

4. Contemporary Art Acquisitions (1962-65)

5. Lopez, R. "Mexican American Artists," Aztlan, pp. 209-212.

6. Montoya, J. El Grito, Vol. II, VI, spring 1969 and fall 1972. [entire issues]

Suggested Readings and Materials:

1. Rios, R. Magazin, Vol. I, January 1973, p. 71.
2. Trujillo, M. El Grito, Vol. II, spring 1969.
3. Collection on Arte Chicano (F1-F20). San Antonio, Texas: Instituto Chicano de Artes y Artesanias, 1974.
4. Garza, C. Magazin, Vol. I, November 1971, p. 29.
5. Garza, C., El Grito, Vol. VI, fall 1972.
6. Garza, C., El Grito, Vol. IV, summer 1971, pp. 70-73.
7. Trujillo, M. El Grito, Vol. II, spring 1969.
8. Villa, E. El Grito, Vol. I, spring 1968, pp. 22-30.
9. Villa, E. El Grito, Vol. II, spring 1969.
10. Art Chicano Collection (F1-F20). San Antonio, Texas: Instituto Chicano de Artes y Artesanias, 1974.
11. Garcia, R. El Grito, Vol. III, fall 1969, pp. 64-68.
12. Art Chicano Collection (S1-S20). San Antonio, Texas: Instituto Chicano de Artes y Artesanias, 1974.
13. Madrid, L. El Grito, Vol. VII, September 1973.
14. Cuadra, R. El Grito, Vol. III, winter 1969-70, pp. 56-64.
15. Noriega, R. El Grito, Vol. V, spring 1972, pp. 20-28.
16. Reyes, F. Magazin, Vol. I, April 1972, p. 36.
17. Villagomez, E. El Grito, Vol. III, spring 1970, pp. 72-76.
18. Art Chicano Collection (B1-B2). San Antonio, Texas: Instituto Chicano de Artes y Artesanias, 1974.

OUTLINE OF CONCEPTS

I. Como somos captados por el artista y la relacion a nuestra experiencia. Perceptions of Chicano beauty in familiar deep-rooted subjects are expressed in a variety of media. Art is one medium whereby Chicanos express their inner thoughts and feelings towards life. What is the role of women in Mexican and Chicano Art? Why are they represented thus?

A. Objective 1:

After a brief discussion on what constitutes "art" and creative expression, the students will review "samples" of art representing the following historical periods:

Pre-Columbian
Spanish Conquest
Colonial Period
Revolutionary

The students will prepare a "Taxonomy of Art" noting the differences and similarities in feeling, moods, themes, medium and expression of "familiar" subjects in different works. The possible "audience" to whom art may have been directed will be analyzed.

1. Activities:

The students will take a tour of a local museum or view slides, pictures, or books of Mexican and Mexican American art.

The students will bring an "art piece" from home and share it with others. The emphasis is on its use. How does it function? When is it used or displayed? With what frequency would it be found in *barrio* homes?

Divided into groups, the students will define:

What art is.
How feelings (sentimientos) are expressed through art.
What beauty is.
What good creative expression is.
Who defines and decides what to express?
How it is expressed?

The students will share their views with other groups.

2. Required Materials:

a. Bernal, Ignacio. The Mexican National Museum of Anthropology. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

b. Smith, Bradley. Mexico, A History in Art. S. A. de C. V. Mexico, D.F.: Editora Cultural y Educative.

c. Burtland, Cottie, Irene Nicholson, and Harold Osborne. Mythology of the Americas. New York, New York: The Hamlyn Publishing Group, 1970.

Suggested Materials:

a. Bernal, Ignacio. Ancient Mexico in Colour. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

b. Bernal, Ignacio. Mexico Before Cortez. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

c. Bernal, Ignacio. Mexican Art. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

d. Bernal, Ignacio. Mesoamerica. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

e. Bernal, Ignacio. Mexican Wall Paintings of the Maya and Aztec Periods. Mexico 4, D.F.: Serapio Rendon 125, Ediciones Larra.

3. Expected Outcome:

Students acquire familiarity with Mexican American art and Chicano art.

B. Objective 2:

After a brief discussion on sources of information and methods of inquiry, the students will be able to select the area of social research he or she prefers to follow in seeking knowledge of community art expression.

After compiling the data, the students will define the Mexican American and Chicano culture, noting differences and similarities as expressed through art.

After discussing the variety, the uniqueness of art, the students will relate it to "men and women and in their culture" in an attempt to interpret and integrate the history of a culture.

Using art materials from various cultures, students will discuss the possibility that "all people have the capacity for resolving their needs, and only vary as to resources and procedures." (Bernal 1972)

1. Activities:

   a. The students will discuss the variety and uniqueness of art and its possible relationship to man and his culture. How does art portray women?

   b. The students use social ethnology techniques to study present day Mexican American and Chicano art. These methods include investigating the community, consulting bibliographies, selecting themes and informants, preparing questionnaires and applying social research. Working in groups or individually the students will seek, compile and share their information.

   c. Students will divide into groups to trace the boundaries of ethnic areas and to define the characteristics of their respective economies, social and family organizations, systems of social control, and philosophy, and to arrive at the basic outline of the Mexican American and Chicano culture. How are their differences and similarities expressed through art?

2. Materials:

Required Readings:

a. Monteverde, M. "Contemporary Chicano Art," *Aztlan*, Vol. II, fall 1971, pp. 51-61.

b. Martinez, Manuel J. "The Art of the Chicano Movement - The Movement of Chicano Art," *Aztlan*, pp. 349-353.

c. Lopez, R. "Mexican American Artists," *Aztlan*, pp. 209-212.

d. *Fine Art Reproductions: Old and Modern Masters*.

e. *Contemporary Art - Acquisitions* 1962-65.

Film:

"The Mexican American Heritage and Destiny"

Additional Materials:

a. Rios, R. *Magazin*, Vol. I, January 1973, p. 71.

b. Trujillo, M. *El Grito*, Vol. II, spring 1969.

c. Villa, E. *El Grito*, Vol. I, spring 1968, pp. 22-30.

d. Villa, E. *El Grito*, Vol. II, spring 1969.

e. Peña, Armado. "Chicano Art Depicting Folklore," Mexican American Studies Curriculum Guide. Pharr-San Juan-Alamo Independent School District, 1975. (life styles, music, traditions, celebrations)

f. Arte Chicano Collection (F1-F20). San Antonio, Texas: Instituto Chicano de Artes y Artesanias, 1974.

g. Garcia, R. El Grito, Vol. III, fall 1969, pp. 64-68.

h. Trujillo, M. El Grito, Vol. III, spring, 1969.

i. Montoya, J. El Grito, Vol. II, spring 1969.

3. Expected Outcomes:

a. Students will become familiar with Mexican, Mexican American and Chicano art.

b. Students will analyze the portrayal of women in art.

c. Students will analyze the fact that art is an expression of special human needs and the capability of the individual artist to experiment with form.

II. Mexican Americans and Chicanos use art medium for expressing thoughts, feelings, beliefs, and life styles.

A. Objective 1:

After viewing slides of drawings and sculptures by Mexican Americans, the students will divide slides into groups of Mexican American and non-Mexican American artists.

1. Activities:

a. The students will view various slides of drawings and sculptures including those of Mexican Americans. Students will attempt to identify those created by Mexican Americans.

b. Students will discover that Mexican American art forms are traditional. (Pena, 1973)

2. Materials:

a. Peña, Amado. "Traditional Art Form Through Painting," Mexican American Studies Curriculum Guide. Pharr-San Juan-Alamo Independent School District, 1975.

b. Mexican American Artists

c. Peña, Amado. "Sculpture," Mexican American Studies Curriculum Guide. Pharr-San Juan-Alamo Independent School District, 1975.

d. Mexican American Artists Contemporary Art Acquisitions 1962-65.

e. Lopez, R. "Mexican American Artists," Aztlan, pp. 209-212. 2

3. Expected Outcome:

Students familiarize themselves with the Mexican American traditional art forms and and the Chicano art forms which are original and non-traditional.

B. Objective 2:

After viewing slides of traditional art forms painted by Mexican Americans and new multi-media forms created by Chicano artists, the students will be able to identify the different Chicano and Mexican American themes.

1. Activities:

The students concentrate on identifying themes of Chicano as opposed to Mexican American art.

a. Chicano art depicts religious symbols, family unit, and folklore such as life styles, music, traditions, and celebrations which form an integral part of the Chicano experience and aesthetic expression.

b. How is the Chicana integrated in the family unit? As *Madre abnegada, dando luz, criando a los hijos, vida matrimonial, reuniones familiares o como el nucleo del amor a la familia.*

c. List works in which the Chicana appears as goddess, prostitute, or *curandera*.

The students invite Chicano(a) artists to present an exhibit of their work.

Artists present a panel discussion on Chicano(a) art emphasizing medium and themes.

Students select slides of Chicano(a) art depicting social conditions. Students select those slides of Chicano art which reveal a system of social control. Using the above slides, the students will be able to summarize and write a position paper on the "Role of Chicano Art in Raising the Consciousness of Chicanas' Social Conditions."

The role of women is examined and included within the consciousness raising category.

2. Materials:

Themes: Chicano Art

a. Peña, Amado. "Religious Symbols," Mexican American Studies Curriculum Guide. Pharr-San Juan-Alamo Independent School District, 1975.

b. Rios, R. Magazin, Vol. I, January 1973, p. 71.

c. Trujillo, M. El Grito, Vol. II, spring 1969.

d. Montoya, J. El Grito, Vol. II, VI, spring 1969, fall 1972.

e. Peña, Armado. "Chicano Art Expresses Family Unit," Mexican American Studies Curriculum Guide. Pharr-San Juan-Alamo Independent School District, 1975.

f. Arte Chicano Collection(FA1-FA20). San Antonio, Texas: Instituto Chicano de Artes y Artesanias, 1974.

g. Garza, C. Magazin, Vol. I, November 1971, p. 29.

h. Garza, C. El Grito, Vol. VI, fall 1972.

i. ________ El Grito, Vol. IV, summer 1971, pp. 70-73.

j. Madrid, L. El Grito, Vol. VII, September 1973.

k. Cuadra, R. El Grito, Vol. III, winter, 1969-1970, pp. 56-64.

i. Peña, Armado. "Chicano Art interprets Social Conditions and Reveals a System of Social Control," Mexican American Studies Curriculum Guide. Pharr-San Juan-Alamo Independent School District, 1975.

j. Arte Chicano Collection (S1-S20). San Antonio, Texas: Instituto Chicano de Artes y Artesanias, 1974.

k. Noriega, R. El Grito, Vol. V, spring 1972, pp. 20-28.

l. Garza, C. El Grito, Vol. IV, summer 1971.

C. Objective 3:

After sharing an artifact found in their own homes, the students will be able to discuss the functions of art, to differentiate between Chicano and Mexican American art. They will be able to discuss how the needs of women can be expressed.

1. Activities:

   a. Each student brings to class an "artifact" or work of art belonging to his or her family.

   b. Students discuss the function of their "masterpiece." (Pena, p. 143)

   c. Divided into groups the students will be able to view and select groups of slides depicting barrio lifestyle, la cultura del barrio. What are the roles of women? In particular, how are the needs of the Chicana expressed?

   c. Each student selects one source from the bibliography, studies it in detail and shares his or her findings on the artist. These findings should include such elements as style, medium, and themes. This work should also be classified as Chicano or Mexican American. See Pena, p. 137.

2. Materials:

   Required Readings:

   a. Reyes, F. Magazin, Vol. 1, April 1972, p. 36.

   b. Villa, E. El Grito, Vol. II, spring 1969.

   c. Villa, E. El Grito, Vol. I, spring 1968, pp. 22-30.

   d. Villagomez, E. El Grito, Vol. VI, summer 1973.

   e. Villagomez, E. El Grito, Vol. III, spring 1970, pp. 72-76.

   f. Peña, Amado. "Chicano - Express Barrio Lifestyle," Mexican American Studies Curriculum Guide. Pharr-San Juan-Alamo Independent School District, 1975.

   g. Arte Chicano Collection(B1-B2). San Antonio, Texas: Instituto Chicano de Artes y Artesanias, 1974.

   h. Garza, C. El Grito, Vol. IV, summer 1971, pp. 70-73.

i. Garza, C. El Grito, Vol. VI, fall 1972.

j. Garza, C. El Grito, Vol. I, November 1971, p. 29.

k. Montoya, J. El Grito, Vol. II, spring, 1969.

l. Rios, R. Magazin, Vol. I, January 1973, p. 71.

CHAPTER VII

CHICANAS IN MUSIC

INTRODUCTION

Music is one of the expressive voices of the Chicano community and the student in working with this section will be able to identify, through the different types of music and lyrics, the sex role the Chicana woman plays in her society. She will also understand the appropriate occasions upon which these different types of music are played and the important musical elements and themes which make Chicano music different from traditional Mexican music.

OVERALL OBJECTIVES

The students will be able to identify different types of music and determine preference according to age groups and ethnic groups. They will also be able to see the varied life styles, ideologies and portrayal of women reflected in the different types of music.

Through analysis, the students will become aware of racial stereotypes in music, gain a more balanced perspective of Chicano music, and eventually be able to change these negative images.

CHAPTER VII

CHICANAS IN MUSIC

TOPICAL OUTLINE

I. Music is a way of expression for the Chicano community.

  A. Topics:

    1. Research and make a typology of music divided by age groups.

    2. What does it reveal about taste?

  B. Required Materials:

  Top ten records, recordings of popular music such as rock and roll, western, classics, spirituals.

II. Types of Music

  A. Topics:

    1. Listen to different types of music in the Chicano community.

    2. What is it talking about? Why is it talking about these themes? What is the language style?

    3. How do the lyrics describe women?

    4. What purpose does music serve?

    5. On what occasions are the different types of music played?

III. Chicanas in music

  A. Topics:

    1. List some popular Chicana singers, musicians, etc.

    2. Identify whether their style originated in Mexican, Mexican American or Chicano music.

    3. As a class project, the class can compose a corrido or ballad about the Chicana experience.

IV. Listen to Mexican, Mexican American, and Chicano music.

A. Topics:

1. What is it talking about? What language style is used?
2. What rhythm is used? Fast, slow?
3. How does it make you feel? Happy, sad, etc. Describe moods, feelings, emotions.
4. On what occasions are the different types of music played?
5. What instruments are used for the different types of music?
6. How is the musical arrangement performed? Note possible influences.

OUTLINE OF CONCEPTS

I. Music is a way of expression for the Chicano community

A. Objectives:

1. After a brief presentation on different types of music, the students will be able to research fellow students and community members to identify different types of music and what is preferred by different age groups and ethnic groups.

2. Based on the above information the student will be able to write a position paper on "Musica Chicana."

B. Activities:

1. Teacher will present a tape of different types of taped music. Ballads, rock 'n' roll, western, classic, spirituals, jazz, and soul are included. Students list the differences.

2. Working in groups the students will be able to develop a questionnaire and interview a small number of students and community members. Students compile their findings making a chart of the different types of music, their audience preference, and the appropriate occasions on which it is performed.

3. Individually the students will be able to write a position paper on "Musica Chicana" emphasizing such things as variety, audience, and taste.

C. Materials:

Tapes of recordings in the "Top Ten," popular music, etc.

D. Expected Outcome:

The students become capable of recognizing various types of music and the different audiences to whom it appeals.

II. Various Types of Music Appeal to Different Audiences - for the Chicano community, music is a common vehicle for expression of beliefs and values.

A. Objective

After listening to the different types of music in the Chicano community, the students will be able to analyze its components, the audience to whom it appeals and the philosophy, values and attitudes it expresses.

B. Activities:

Students listen to different types of music and identify the following:

1. What purpose it serves
2. Occasion upon which such music would be considered appropriate.
3. Popular topics
4. Why the various topics are important to the Chicano?
5. What language style is used in the lyrics?
6. How do the different types or styles of music and various lyrics depict the Chicana? What purpose does the depiction serve?
7. Whether or not the music is negative or positive towards the Chicana.

C. Expected Outcome:

Students recognize the various types of music and analyze its language style, values, philosophy and attitudes towards women.

III. Mexican, Mexican American and Chicano music reflects different ideologies, life-styles and musical arrangements. Does the portrayal of women change in each type of music?

A. Objectives:

1. After listening to different types of music, the students will be able to divide it into different categories: Mexicana, Chicana, and Mexican American.
2. Students will be able to identify differences, trace influences, and describe stereotypes of Chicanas.

B. Activities:

Students listen to taped recordings in an attempt to:

1. Identify differences in instruments, rhythm, lyrics, language style, mood, and emotions.
2. Identify possible influences and combinations in instrumentation, rhythm, and musical arrangement.

3. Describe upon what occasions the music would be appropriate.
4. Identify images of women as sinful, beautiful, evil, saintly, brave, daring, mischievous, and so forth.
5. Identify the attitudes toward life, values, and social conditions.
6. Discuss the possibility of creating unrealistic goals for Chicanas or false models or stereotypes.

C. Expected Outcome:

Students will develop analytical skills and identify the stereotypes of women in Mexican, Mexican American, and Chicano music.

IV. Chicanas Contribution to Music

A. Objectives:

1. After a panel discussion on Chicanas contributions to music, the students will identify one popular Chicana singer, musician or composer.
2. Students will be able to categorize the style of the above Chicanas as being Mexican, Mexican American or Chicano music.
3. Students will be able to complete a class project which will permit them to share Chicano music with others.

B. Activities:

1. Students listen to taped recordings by Lucha Villa, Vicki Carr, Imelda Miller, and Las Rancheritas and classify them according to style, instrumentation, mood, and language style in order to ultimately define them as Mexican, Mexican American or Chicana. Students listen to a panel discussion by local musicians on the development of the Chicano style and the attitudes towards women which are projected in the music.
2. Students divide into groups to complete one of the following projects:
    a. Interview local composers, singers, musicians.
    b. Sponsor a multi-art festival of work by Chicanas.
    c. Collect recordings of outstanding Chicano music and keep records of the "images of women."

d. Write and present a skit portraying the contributions of Chicanas in music.

e. Propose a special project to research and to improve the images of women in music and art.

C. Expected Outcomes:

1. Students will gain a balanced perspective of the Chicana's contributions to music.

2. The students become aware that the stereotypes of women in Mexican music have carried over into Mexican American music. They will be able to identify, if any exist, differences in the perception of women in Chicano music.

3. Students will attempt to improve the role of women in music by being aware of stereotyping present in music.

BIBLIOGRAPHIC MATERIAL

1. Arroyo, Ronald D. "La Raza Influence in Jazz." In Octavio I. Romano, ed. Voices. Berkeley, California: Quinto Sol Publications, Inc., 1973.

2. Pulido, Roberta. "Chicana Music," Mexican American Studies Curriculum Guide, Pharr-San Juan-Alamo Independent School District, 1975.

3. Santos, Richard Gláfina and Patricia Furse. A Texas Bilingual Christmas Record and Related Activities, Module IIb, Education Service Center, Region XIII, 7703 N. Lamar, Austin, Texas 78752, spring 1978.

4. Santos, Richard Gláfina and Patricia Furse. Mexican American Music and a Cultural Historical Survey, Module IV, Education Service Center, Region XIII, 7703 N. Lamar, Austin, Texas 78752, spring 1978.

5. Santos, Richard Gláfina and Patricia Furse. Regional Folk Music of the Mexican Mestiza, Module VIb, Education Service Center, Region XIII, 7703 N. Lamar, Austin, Texas 78752, spring 1978.

Recording Companies

1. ARV Music Co., 821 N. 23rd., McAllen, Texas 78501.
2. El Zarape Recording Co., 130 S. Matar St., Dallas, Texas 75207.
3. S. C. Productions, 3205 S. Flores, San Antonio, Texas 78204
4. Freddie Records, 1316 North Chaparral, Corpus Christi, Texas 78401
5. Ideal Recording Co., 119 S. Sam Houston, San Benita, Texas 78586
6. Key Lock Records, P. O. Box 9334, San Antonio, Texas 78204

Varieties of Music - to be analyzed for their unique characteristics, their values and their attitudes toward women:

1. American Country and Western:
   Johnny Rodriguez
   Freddie Tender
   and others

2. American Pop:
   Vikki Carr
   and others

3. Chicano Combo:

    Little Joe y la Familia
    Tortilla Factory
    Sunny Ozuna (Sunny and the Sunliners)
    Latin Breed
    The Royal Jesters
    The Sandpipers
    The Mexican Revolution
    The Sunglows

4. Chicano Conjunta:

    Agapita Zuniga
    Conjunto Bernal
    Leonardo "Flaco" Jimenez
    Tony de la Rosa
    Wally Armendariz

5. Chicano Jazz:

    Jerry Garcia and El Chicano

6. Chicano Polka:

7. Corridos de la Gente:

    Corrido de Tejas a Corrido de Pennsylvania
    Corrido de Joaquin Murrieta
    Corrido de Kansas

8. Folklorista (American Traditional Folk Songs):

    Joan Baez (Juanita Baeza)

9. Orquesta Tyana:

    Sunny and the Sunliners
    Agustin Ramírez
    Isidro López
    Joe Snovo
    Joe Mejía
    Little Joe y La Familia
    Tortilla Factory
    Latin Breed

10. Mexican Music

El Mariachi de Pepe Villa
El Mariachi Vargas de Tecalitlan
Huapango
Waltz - Beto Villa, Pedro Azála

11. Rhythm and Blues

René and René

12. Rock and Roll

Rikki Valance
War
Dawn
Chicago
Santana

ABOUT THE AUTHOR

Odalmira Garcia, born in Chihuahua, Mexico and a naturalized citizen of the United States since 1961, presently lives in Austin, Texas.

She has been involved in bilingual/bicultural education for many years. She most recently served as Project Director for the Development and Implementation of a Bilingual/Multi-Cultural Program for Pre-School Children. She has also been a consultant to Houston Baptist University and the Center for Public School Ethnic Studies; Co-Director of the Bilingual/Bicultural Institute for English Dominant Teachers; and the Assistant Director for the Spanish Institute at Houston Baptist University.

Her most recent publications include co-authoring "A Five Year Planned Variation Study of Three Alternative Instructional Approaches to Bilingual/Bicultural Education at the Northside Independent School District," preparing a cultural module entitled "An Interview of the Mexican American Culture " and a school module entitled "A Vibrant Community."